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The assessment of social skills training with delinquent youths and comparison of peer versus adult trainers : a thesis ...

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The Assessment of Social Skills Training
With Delinquent Youths and Comparison
of Peer Versus Adult Trainers

A Thesis
Presented to the Graduate Faculty
of the
University of the Pacific

In Partial Fulfillment
of the Requirements of the Degree
Master of Arts

by

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June 11, 1986

This thesis, written and submitted by

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Abstract

Juvenile delinquency is a prevalent problem in many communities. Social learning theory suggests that delinquent behavior results from inadequate learning experiences, negative parent and peer models, and peer reinforcement for aggressive and other delinquent behavior. Since youths are often confronted with strong negative influences (parents, peers), the study and promotion of social skills training programs which provide youths with constructive tools for handling difficult situations seems of great importance. To enhance generalization of social skill training with delinquents, the effect of positive peer influence on these youths also seems worthy of examination.

The aim of this study was to evaluate the efficacy of a social skills, problem solving training program for juvenile delinquents at the California Youth Authority. Also the relative efficacy of peer trainers as compared to adult trainers was examined. Lastly, the generalization of social skills to control delinquents exposed to treatment delinquents was assessed.

Youths were divided into groups with peer trainers, adult trainers, and no trainer (control groups). Treatment groups received six training sessions, each being a different social skill or problem solving strategy.

Results indicated that youths in social skills training groups improved significantly on some measures as compared to control groups. It was also revealed that peer trainers were as competent as adult trainers in implementing the social skills training program. Lastly, no generalization was found with control groups that were exposed to treatment groups.

Suggestions for future modifications and applications of the present study are offered.

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Juvenile delinquency is a prevalent problem in many communities. When defining delinquents as youth who have committed a legal offense, it is estimated that roughly 74% of all property, crime, and violent felonies are committed by adolescents, ages 10 to 17 (Schinke, 1981). Social, biological, and psychological theories have been proposed to explain delinquent behavior (Kidder, 1971; Monroe (cited in Davidson & Seidman, 1974); Price & Whatmore, 1967; Ross, 1980; Stachey, 1960). One of the most well researched theories and the one with the greatest treatment implications is social learning theory. According to this theory, delinquent behavior is characterized by both behavior deficits and behavior excesses. That is, delinquent behavior includes an excess of inappropriate behaviors such as physical or verbal aggression or stealing as well as deficits in appropriate behaviors such as self-control or assertive behaviors. These excesses and deficits have been suggested to result from inadequate learning experiences, inappropriate parental and peer models, and peer reinforcement for aggressive and other delinquent behaviors. Several studies have noted the relationship between parental use of power-assertive disciplinary techniques (punishment-oriented) and the occurrence of delinquent behavior in youths (Andry, 1960; Bandura & Walters, 1959; McCord & McCord, 1958; Scott, 1982).

Similarly, others have noted an association between parental criminal behavior and delinquent behavior (O'Leary & Wilson, 1975). These findings suggest that parents may provide aggressive models for their children.

Other research suggests that peer reinforcement for delinquent acts as well as strong peer affiliation are also associated with delinquency. Many studies have documented the power of peer reinforcement (Davis & Kandel, 1981; Duncan, Haller, & Portes, 1968; Hollingshead, 1975; Horowitz, 1962; Patterson & Anderson, 1964; Picou & Carter, 1976; Reitzes & Mutran, 1980). However, peers often tend to reinforce antisocial behaviors rather than adaptive, prosocial ones (Sutherland, 1939). For example, Conger (1976) reported several survey studies which supported the influence of peer attachment on delinquent behavior. The first survey included 374 seventh graders of a mixed racial background. The second survey included 17,500 mixed racial students entering junior and senior high schools. Self-report indices were developed to measure delinquent behavior, interpersonal behaviors, and attachments (to conventional or deviant peers and environment). The findings indicated that: (a) there was a negative relationship between delinquency and attachment to conventional peers and a positive relationship between delinquency and attachment to deviant peers;

(b) delinquent behaviors were greatest where attachments to conventional environments were weak and attachments to deviant environments were strong. Similarly, Buehler, Patterson, and Furness (1966) highlighted the potential negative influence of peer reinforcement systems within an institutional setting.

In a study of the types of communications peers reinforced in each other, these authors observed that verbalizations describing previous criminal acts and negative, aggressive statements about the institutional staff and administration received considerably more peer attention than did statements about future goals or those expressing a desire to reform.

As inappropriate peer and parental models may account for the behavioral excesses of delinquents, the absence of appropriate models may explain some of the behavioral deficits these youths manifest. For example, delinquent youths may lack effective models for developing assertive and problem-solving behavior (Sarason & Ganzer, 1973). Thus when confronted with a problem situation or with peer pressure to engage in an illegal act, these youngsters may behave aggressively or comply with unreasonable requests rather than engage in more appropriate alternatives.

Social Skill Deficits in Delinquents Compared to Nondelinquents

Several studies have noted the problem solving deficits

of delinquent youngsters relative to their nondelinquent peers. For instance, Platt, Scura, and Hannon (1973) demonstrated that when compared to non-addict controls, incarcerated adolescent heroin addicts responded with fewer solutions and a lower percentage of competent solutions to hypothetical but typical real life problems. Similarly, Platt, Spivack, Altman, Altman and Peizer (1974) examined hospitalized emotionally disturbed adolescents and normal high school controls on a number of problem-solving dimensions. Results of this study showed that nonpatient adolescents were able to generate significantly more options for a hypothetical problem, were more capable of thinking in terms of effective step by step methods of reaching specified goals in interpersonal situations, and were better able to see a situation from the perspective of other individuals. Freedman, Donahoe, Rosenthal, Schlundt, and McFall (1978) demonstrated that young male institutionalized offenders were, in general, deficient in complex interpersonal skills when compared to nondelinquent high school students. Freedman et al. (1978) developed a 44-item inventory of problem situations and skill deficits characteristic of juvenile delinquents. Problem situations were generated by interviewing incarcerated youths in addition to their counselors, teachers, and other relevant professionals. During Phase 1, a free response version

of the inventory required incarcerated delinquent males and matched nondelinquent males to describe how they would handle each of the 44 problem situations. Participants were rated according to a scale that ranged from "very incompetent" to "very competent." Incarcerated youths scored significantly lower overall on the 44 items than the nondelinquent group. A second phase of this study compared responses of institutionalized delinquent youths who had frequent behavioral problems within the institution with institutionalized delinquent youths who had few acting out problems within the institution. The high-disruptive group scored significantly lower overall on 44 items than the low-disruptive group. Lastly, a third phase compared an incarcerated group to a matched nondelinquent group on a free response version as well as a multiple choice version of the assessment. Although both delinquents and nondelinquents scored significantly better on the multiple choice version than the free response version, delinquents scored significantly lower than nondelinquents on both versions. Similarly, Gaffney and McFall (1981) examined the relationship between social competence and delinquency among adolescent girls on an inventory similar to Freedman's. Delinquent girls scored significantly lower across all items of the test than did the nondelinquent group. More recently, Kaplan & Arbuthnot (1985) demonstrated

that when delinquents must generate and verbalize empathetic responses in order to alleviate another's pain, delinquents fell short of their nondelinquent peers. Males from two middle schools in Ohio (ages 13.5 to 14.5 with no history of court adjudication or discipline by the principals of the schools) and incarcerated males from a youth correctional facility in Ohio (ages 14 to 15) participated in the study. Both groups were of low socioeconomic status. An adaptation of Duggan's Measure of Empathy (1978) was used to assess empathy skills. This measure consisted of two short stories depicting adolescent conflicts. For example, in one story, a youth's dog runs away due to his brother's negligence. Open-ended questions following recitation of the stories asked participants how they thought the main character felt and how the story made them feel. Then, knowing how the character felt, they were asked how they would respond to the main character. Feeling moved by the character's plight, recognizing the character's negative emotion, and indicating a desire to assist the main character resulted in higher scores on this measure. Participants were tested individually. Interrater reliability, as computed by percent agreement, was .90. Results revealed that delinquent males scored significantly lower than nondelinquent males in identifying negative emotions and initiating an effective

empathetic response.

Behavior Social Skill Training Programs With Delinquents

Given these cognitive and behavioral deficits of delinquent youths, many attempts have been made to train delinquents to respond to difficult situations in an appropriate manner and to be effective in handling different types of conflict situations. Some of these studies have been limited to assertiveness training. Most definitions of assertiveness refer to the "relatively honest and straightforward expression of feelings, wants, needs, and goals in a socially appropriate manner that does not violate another's right" (Alberti & Emmons, 1974; Bower & Bower, 1976; and Rim & Masters, 1977). Other studies have been broader in focus and have been referred to as social skills training. Social skills has been defined as the attainment of relevant social goals in specified social contexts, using appropriate behavior and strategies and resulting in positive outcomes (Ford, 1982; and Freedman et al., 1978). Although the particular social skills trained have varied, most comprehensive assertiveness and social skills programs have usually employed similar training techniques. These include: (a) information about desirable response patterns; (b) rehearsal of new behavior patterns; and (c) feedback about performance. Assertiveness and social skills training typically

require that a person engage in target behaviors which were previously absent.

Social skills training programs with delinquent youths have produced mixed results. In particular, while most studies have been able to demonstrate some change in youngsters' role-play performance, little behavior change has been observed in the youth's natural environment (Ollendick & Hersen, 1979; Spence & Marziller, 1981; Thelan, Fry, Dollinger, & Paul, 1976), or behavior in the natural environment has not been assessed (Ollendick & Hersen, 1979 and Schlichter & Horan, 1979). Shoemaker (1979) however, did examine the effectiveness of assertiveness training with delinquents in both the training setting and in the natural environment. Thirty boys (ages 13 to 16) were randomly assigned to one of three groups: (a) assertion training consisting of discussing and practicing various ways of rejecting undesired requests; (b) minimum training consisting of discussing various problem situations with no role-play; and (c) a no training control group. A dependent measure was designed to test the boys' recognition of the difference between assertive, unassertive, and aggressive response styles (Adolescent Assertiveness Discrimination Test) and was given prior to and after training. Staff and peer ratings were also taken of assertive, nonassertive (withdrawing)

and aggressive target verbalizations in the participants' natural setting. These ratings were also taken prior to and after training. Staff and peer observations showed significant increases in assertion for the assertion training group relative to the minimum training group and the no training group. The Adolescent Assertiveness Discrimination Test showed that most of the boys in the assertion training group learned the discrimination between assertive and nonassertive behavior; however, there was not a significant difference among the three groups on this measure.

Sarason and Ganzer (1973) also assessed the effects of social skills training for a group of delinquent boys (ages 13 to 18) during training sessions and in the institutional setting. A treatment group observed video-taped skits of problem situations and rehearsed socially useful behavior while a control group continued with the daily routine of the institution and did not participate in training. The problem situations emphasized (a) vocational planning (e.g., a job interview in which the employer notices the youth has spent time in a correctional institute); (b) motivations and interests (e.g., making plans for your future); (c) attitudes toward work and education; and (d) the utility of socially appropriate behavior. Self-concept measures (a semantic differential scale and the

Wahler Self Description Inventory, WSDI) were used to evaluate the effectiveness of the program, along with ratings made by cottage staff. The ratings by staff included a behavior rating scale and a weekly behavior summary. The WSDI indicated that there was a consistent tendency for the treatment group to have a higher self-concept than the control group. Overall, on the behavior rating scale, the treatment group was rated by cottage staff as showing more positive behavior change than the control group. Although no formal follow-up data were collected, interviews with treatment participants several months after training indicated that these boys felt they had been better able to handle difficult situations.

Similarly, Thelan, et al. (1976) used videotaped models plus role-play to improve the interpersonal adjustment of delinquents living in a group home. The major focus was on day to day interpersonal behavior. Eight male residents ranging in age from 12 to 16 served as participants. Six randomly selected boys were assigned to view modeling tapes while two boys viewed control tapes. Modeling participants observed tapes in which a male actor portrayed a delinquent in various problematic situations on the residential unit (5 weeks of viewing) and in school (2 weeks of viewing). The tapes depicted effective and ineffective ways to handle the problem

situations. After viewing a tape, participants role-played the model's part. The control group observed lecture tapes emphasizing appropriate social skills for particular problems. Staff ratings on behaviors such as expressing positive feelings, taking problems to a staff member, and dealing with an accusation showed that most modeling participants had better ratings on the residential unit during the residential unit tape viewing treatment phase than during baseline. However, this improvement was not maintained during the 2 weeks that tapes were shown on school behaviors nor was any improvement in school behavior noted at this time. The control group showed no improvement in the home or school during the experimental phases.

Ollendick and Herson (1979) also demonstrated the effectiveness of social skills training with 27 adolescent males residing at a correctional institute. Youths were divided into a social skills training group, a discussion group, and a control group. The social skills training consisted of (a) instructions concerning alternative ways of responding to problem situations; (b) rehearsal of the situation with other group members; (c) modeling by the therapist and other group members; (d) feedback from the group and therapist on their performance; (e) social reinforcement contingent on the appropriateness of their behavior; and (f) practice in the newly learned behaviors during

the week. To make training more relevant, participants were instructed to present to the group any staff or peer related problems they were currently experiencing. The discussion group involved talking about possible ways to handle problems. The control group did not meet but was involved in the institution's behavior modification program as were the other two groups. Pre and post self-report measures such as the Norwick-Strickland Locus of Control Scale and the Spielberger A-State for children, which measures anxiety, were employed to assess treatment effects. Mean scores on the two self-report measures showed no significant difference between the three groups although the scores favored the social skills group. However, ratings during role-play for the social skills training group indicated significant improvement in eye contact, requests for new behavior, latency of response, spontaneous positive comments, and aggressive verbal content. In this study, no data on the boys' behavior in the institutional setting were reported, nor were follow-up data collected.

Long term effects of a social skills training program were examined by Spence and Marziller (1981). Seventy-six adolescent male offenders were divided into three groups. First, a social skills training group involved the use of instructions, discussion, modeling, role-play practice, video-taped feedback,

social reinforcement, and homework tasks. Training focused on ¹³
basic skills such as eye contact or listening skills, then
progressed to the teaching of more complex interaction skills,
such as dealing with police officers, teasing or bullying. The
second group, an attention placebo group, received a level of
trainer contact equivalent to the social skills training group.
Subjects designed, acted, video-taped and played back their own
solutions to the social problems. However, the therapists were
non-directive and did not attempt to provide any solutions to
the problems described. Lastly, a no treatment control group
received only the pre, post, and follow-up assessments. Pre
and post dependent measures included: (a) behavioral measures
of eye contact, fiddling movements, and attention feedback
responses in addition to overall social skill performance (e.g.,
friendliness, social anxiety, and employability); (b) staff
questionnaire which consisted of a 5 and 10 point rating scale
that focused on interaction skills with peers and adults; (c)
self-report questionnaires, one of which consisted of statements
concerning difficulty in social interactions and a second,
completed at a 6 month follow-up, assessed the frequency with
which clients engaged in a wide range of crimes; (d) number of
police convictions during a 6 month follow-up period; and

(e) a social worker's questionnaire that involved a rating of adolescents' work, family, social, and school relationships. Results indicated a significant improvement in performance for the social skills training group for eye contact, fiddling movements, and head movements, while the attention placebo or control groups showed no change. On the post and 6-month follow-up staff questionnaire (which addressed social problems) and staff ratings of social skills, friendliness, anxiety and employability, there was no evidence that the social skills training group was more effective than the comparison groups. Similar results were noted at the 6-month follow-up for the social worker's ratings of work, school and family relationships, and the self-report questionnaires of offenses and/or police convictions. In sum, the study did not demonstrate that social skills training produced generalized changes in the more complex interpersonal skills that were trained nor in general social adjustment. The authors suggested that social skills training is only likely to be of value if combined with other methods which aim to increase prosocial and decrease antisocial behavior.

Cognitive Behavior Social Skill Training With Delinquents

More recently, treatment programs have incorporated cognitive skill training in addition to behavioral treatments to reduce verbal and physical aggression during conflict

situations. Snyder and White (1979) hypothesized that behaviorally disturbed adolescents have failed to develop the use of instrumental private speech for self-regulation. Alternatively, they may use private speech that interferes with attention to relevant environmental cues. Thus, they reasoned that teaching these adolescents to use private speech to control their behavior may be a helpful treatment strategy. Fifteen males and females were randomly divided into three groups. The first group, cognitive self-instruction, focused on the participants' individual difficulties within the institution's behavior modification program and on participant rehearsal of appropriate verbalizations in problem situations. Consequences for not acting appropriately in a problem situation were identified. The second group, contingency awareness, focused on discussion of problem situations but did not utilize modeling or role-playing. The third group, a no treatment control, had no contact with the therapists. Measures used to evaluate the effectiveness of the program were absences from class, failures to complete social/self-care responsibilities, and frequency of impulsive behavior. The self-instructional group showed a significant improvement over the contingency awareness and control groups. Similar results were obtained at a 6 week follow-up.

In another study which incorporated cognitive skills training, 27 institutionalized male delinquents were exposed to one of three experimental conditions: (a) no treatment, consisting of pre and post assessment; (b) stress inoculation, consisting of an educational rationale, a six step coping strategy, self-instruction, therapist modeling, and rehearsal of nonaggressive responses to provocation; and (c) relaxation training and rehearsal of non-aggressive responses to conflict situations (Schlichter & Horan, 1979). Five self-report measures (given 2 weeks after training) indicated that both active treatment conditions were effective in reducing the level of angry feelings and the level of verbal aggression. However post ratings of role-play performances indicated that stress inoculation was the only effective treatment for reducing actual verbal aggression. Generalization information regarding participants' actual behavior in the institution was unavailable due to lack of staff cooperation.

More recently, cognitive skills training was used to facilitate sociomoral reasoning in juvenile delinquents (Gibbs, Arnold, Ahlborn, & Cheesman, 1984). Sixty incarcerated juvenile delinquents (30 male and 30 female) ages 14 to 18 participated in the study. Based on the Sociomoral Reflection Measure (a paper and pencil test of reflective sociomoral thought)

participants were rank ordered and grouped by triads. Triads¹⁷ represented Kolberg's judgement stages (cited in Gibbs et al., 1984). For instance, Stage 2 represents lower levels of interpersonal maturity. A Stage 2 thinker does not generally value law and property norms and has failed to develop a cognitive buffer against antisocial influence and temptations. By contrast, Stage 3 justifies the importance of law and property norms, exhibit empathetic role-taking ("Other peoples things mean so much to them") and prosocial intentionality ("It's cruel to take advantage of someone else"). Members of each triad were randomly assigned to one of three groups. The first group, consensus dilemma discussion, was required to reach agreement as to the "best decision" for dilemma questions. In addition, participants were required to justify the "best reason" for a decision. When disagreements among group members occurred, the group leaders (authors) stimulated controversy by asking participants to justify their differing views to one another. The second group, nonconsensus dilemma discussion, consisted of the discussion of decisions for a dilemma however the group was not required to reach a consensus on the "best decision" or "best reason" for a decision. The third group, no discussion, did not meet for any discussions but were pre and posttested during the same time periods as were participants in other

groups. One dependent measure was the Sociomoral Reflection Measure (SRM). This paper and pencil test consisted of dilemmas for which a participant's normative values were assessed (e.g., marital, friendship, saving a life, justice). The second dependent measure, dilemma decisions survey, was a battery of 10 sociomoral dilemmas. A set of four or five questions followed each dilemma that focused on relevant aspects of the dilemma and asked the participants to circle "yes", "no", or "can't decide" with reference to the "right" action on the dilemma. Lastly a self-report measure assessed the attractiveness and helpfulness of the two treatment groups. Consensus and nonconsensus groups yielded significant gains in sociomoral reasoning for the low stage (Stage 2) participants. That is, 87.5% of the consensus and nonconsensus treatment groups who had been identified as Stage 2 at pre-test shifted to Stage 3 at posttest. Only 14.3% of the control group shifted from Stage 2 to Stage 3. The nonconsensus group was as effective in stimulating sociomoral reasoning as was the consensus group. Gibbs et al., suggest delinquents have suffered a lack of appropriate prosocial role-taking opportunities. Thus even the less stimulating nonconsensus group would provide new and stimulating role-taking opportunities for delinquents. Additionally, both consensus and nonconsensus group members were similar on their ratings regarding the intervention. Each group

felt that the intervention was very helpful and that they were¹⁹
able to verbally contribute a lot during group meetings.

Participants who were identified as Stage 3 at pre-test remained
at Stage 3 at posttest. Additionally, Stage 3 participants in
the nonconsensus group did not find the group as stimulating
and helpful as Stage 2 participants in the same group.

Problem Solving Training With Delinquents

Spivack, Platt, and Shure (1976) have defined and measured
a series of interpersonal cognitive problem-solving skills
relevant for successful coping in social situations. Little
and Kendall (1979) have summarized these problem-solving skills
as (a) sensitivity to interpersonal problems; (b) tendency to
link cause and effect spontaneously (causal thinking); (c)
readiness to view possible consequences of actions (consequential
thinking); (d) ability to generate solutions (alternative
thinking); (e) ability to conceptualize step-by-step means for
reaching specific goals (means-ends thinking); and (f) the
ability to view situations from the perspective of the other
(perspective taking). There is evidence that these skills emerge
at different ages, and whether they are demonstrated by a
particular child in an interpersonal situation appears to relate
to the following two factors: (a) the child may have a cognitive
deficit in that he or she failed to learn the skills; or (b)
the situation may arouse emotions that preclude using his or

her typical social sensitivities and prevent free exploration of options. The role of the helping agent may be to improve the child's skill and reduce the emotional components that interfere with the use of these skills (Spivack et al., 1976).

Although several researchers have noted that delinquents are deficient in problem-solving skills (Freedman et al. 1978; Gaffney & McFall, 1981; Platt et al., 1973; Platt et al., 1974; Spivack & Levine, 1963) the evaluation of training programs that would remediate these deficits has been minimal. Most investigations of problem-solving training have been conducted with elementary school children (Shure & Spivack, 1978; Spivack & Shure, 1974). However, one example of a problem-solving training program for delinquents has been reported by Sarason and Sarason (1981). Modeling and role-playing was used in an effort to strengthen the cognitive and problem-solving skills of students in a high school with high drop-out and delinquency rates. One group of students observed live models and another group observed the same models on video-tape. Both experimental groups dealt with several potential problem situations (e.g., resisting peer pressure, cutting class, or getting along with parents). Specific areas emphasized for each problem situation were: (a) the consequences of an action; (b) the alternatives available in a situation; (c) the effect of the individual's behavior on others and an increased understanding of other's

points of view; and (d) communication skills. Specific behaviors were modeled and practiced. A control group received no treatment. Pre and post measures included a self-report anxiety measure and a locus of control measure. Additional post measures included a mean-ends measure which required the student to think through problems and establish a link between the beginning and end of a story, and an alternatives test which required the student to list various ways in which a particular problem might be handled. Follow-up measures administered several months after the program consisted of a simulated job interview, counts of tardiness, and inappropriate behavior referrals at the high school. Neither the self-report anxiety measure nor the locus of control measure showed significant changes when compared to the control group. Both treatment groups generated a significantly higher number of means and a greater number of alternatives on the problem-solving measures than did the control group. Additionally, the two treatment groups produced more viable alternatives than did the control group. However, the two treatment groups did not differ from each other on any of the measures. Follow-up interviews showed that both experimental groups received significantly more favorable ratings from the interviews than did the control group. Finally, during a one-year follow-up, the two experimental groups had significantly fewer behavior referrals, absences, and incidents of tardiness

than did the control group.

Generalization of Social Skills

Social skills training appears to be an approach that may be of benefit to young offenders who experience difficulty in interpersonal situations. However, while most social skill training programs with delinquent youths have produced short-term improvements in various interpersonal skills, assessment of change was usually confined to the treatment setting. Little is known about the maintenance and generalization of social skills training with delinquent youths. Since the focus of social skills training is to better equip an individual to handle problem situations, it seems imperative to investigate whether changes produced during training generalize to everyday life situations. In addition, much of social skills training research differs in the particular social skill components trained; e.g., basic skills (eye contact, listening) problem-solving training or assertiveness training. There is little evidence to suggest which combination of interpersonal skills or role-play situations are the most functional for delinquent youths. For example, there is little evidence that making a polite request is an effective strategy for solving interpersonal problems among a delinquent peer group. Similarly, there is little evidence that many of the role-play situations utilized in training are relevant for the delinquent population.

One way of increasing the likelihood of obtaining generalization as well as improving the validity of social skills training for adolescents may be to use peers as trainers. Several researchers suggest that since peers have more consistent contact with target children in social situations, they are better able than adults, to prompt social behavior and to consequate deviant behavior. Consequently, they may be more likely to facilitate the generalization and maintenance of appropriate social interactions (Guralnick, 1976; Redd, 1970; Strain, Cooke, & Apolloni, 1976). In addition, peer trainers may be more attuned than adults, to the types of problems their age mates experience. Further, comprehension and utilization of adolescents' street language may be a potential asset of the peer trainer. That is, although socially competent responses or actions may be necessary to effectively deal with a problem situation, they must be in a form that is appropriate to the adolescent's situation and setting.

Previous investigations of peer training effects have occurred primarily in academic settings (Collins & Calvera, 1974; Duff & Swick, 1974; Epstein, 1978; Harris & Sherman, 1973; Hawkins, 1979; Jenkins, Mayhall, Peschka, & Jenkins, 1974; Luckners, Rosenfield, Sikes, & Aronson, 1976; Oakland & Williams, 1975; Pais, 1978; Schulman, 1981). Cross-age and same age peer tutors have been reported to be as effective as adult

instructors in improving a variety of academic skills at all educational levels (Epstein, 1978; Hiram, Girolomo, Hill, & Shute, 1974; Jenkins et al., 1974; Oakland & Williams, 1975). Further, academic and social benefits to the tutor as well as to the tutee have been consistently noted (Bar-Eli & Raviv, 1982; Chandler, 1980; Gartner, Kohler, & Reisman, 1971; Haggerty, 1971; Lippitt & Lohman, 1963).

It is likely that similar positive effects might be obtained by using peers as trainers for social skills. To date, the evaluation of peer trainers for social skills has occurred primarily with elementary school children. Peers have been used as models, reinforcing agents, and coaches of appropriate social behavior for socially withdrawn and aggressive youngsters (Csapo, 1972; Evers & Schwartz, 1973; Lovitt, Lovitt, Eaton, & Kirkwood, 1973; Nelson, Worell, Polsgrove, 1973; O'Connor, 1969, 1972; Solomon & Wahler, 1973; Weinstein, 1971). With adolescents, peers have functioned as counselors and discussion group leaders in school settings to promote self-improvement in truant, low achieving, or troubled teenagers (Hamburg & Varenhorst, 1972; Vriend, 1969). However, while many peer counseling programs are in existence, few of them have been systematically evaluated.

In addition to determining the effectiveness of peers as trainers for social and academic skills, research has attempted to identify the skills critical to effective tutoring and the

best strategies for training tutors in these skills. In academic settings, several studies have reported the importance of clear directions, praise, corrective feedback, and rehearsal as tutoring skills (Jason, Ferone, & Soucy, 1979; Jason & Frasure, 1979; Osguthorpe & Harrison, 1979). For social behaviors, peer trainers have generally been taught to prompt interactions and to reinforce peer responsiveness (Hendrickson, Strain, Tremblay, & Shores, 1979; Ragland, Kerr, & Strain, 1978; Strain, 1977) while training in counseling skills has emphasized empathic listening, communication skills, and decision making (Hamburg & Varenhorst, 1972; Leibowitz & Rhodes, 1974; Myrick & Erney, 1979). In all three areas, research has noted that peer tutors have successfully acquired these training skills through prompting, modeling, role-playing, reinforcement, and periodic supervision and feedback.

Thus, the existing research supports the efficacy of peer training as viable treatment for enhancing social skills in youths. Given the susceptibility of delinquent youngsters to peer influence, it seems that the advantages of peer trainers for this population would be especially apparent. In fact, a number of studies have noted that delinquent youths are more responsive to reinforcement from their peers than from adults (Fixen, Phillips, & Wolf 1973; Krueger, 1971; Phillips, Phillips, Wolf, & Fixen 1973). Further, as was suggested earlier,

peer trainers may also facilitate the generalization and maintenance of social behavior changes as they would be more likely than adults to present social skills training in a form that the youngsters can readily incorporate into their repertoire.

In sum, research has noted cognitive and behavior social skill deficits of delinquent youths relative to their nondelinquent peers. Many attempts have been made to train delinquents to respond to difficult situations on an effective manner; i.e., the problem situation is not likely to occur again in the future. For instance, youths have been trained to use specific skills such as eye contact or listening skills in addition to more complex interaction skills such as job interviewing or dealing with police officers. More recently, cognitive skills training such as use of private speech and moral reasoning have been incorporated with behavior treatment of social skills. There has also been some evidence that delinquent youths trained to use problem solving skills have been successful in coping with difficult problem situations as compared to delinquent youths who did not receive problem solving training.

While most studies have demonstrated some positive behavior change during social skill training sessions, little behavior change has been observed in delinquent youths' natural environment (school, dorm). It has been noted that peer trainers will

enhance the generalization and maintenance of social skills since peers would have more consistent contact with target adolescents than adults. Also delinquent youths are more responsive to reinforcement from their peers than from adults. Thus the use of peers as social skill trainers seems a viable means in which to enhance social behavior change in delinquent youths.

The purpose of this project was to evaluate the efficacy of a social skills, problem-solving training program with incarcerated juvenile delinquents. The relative efficacy of peer trainers as compared to adult trainers was also examined. Lastly, the generalization of social skills to the residential setting and to control wards exposed to treatment was assessed.

It was expected that groups who received social skill, problem-solving training would improve on dependent measures as compared to the control groups.

It was also predicted that peer trainers would be as competent as adult trainers at implementing the training program and that peer trainers might increase the likelihood of generalization.

Lastly, it was expected that delinquents receiving the social skill problem-solving training would generalize their newly learned skills from training sessions to their residential units.

Setting

The present study was conducted at O. H. Close School, a California Youth Authority institution near Stockton, California. This school consisted of eight dorm-like buildings, each of which housed up to 40 adolescent males (ages 9 to 19). All dorms were racially mixed (Caucasion, Hispanic, Black). The overall treatment philosophy of the facility was based on the principles of transactional analysis. Additionally, behavior contracts were negotiated between the youths and staff counselors for academic behavior, small-group counseling, and overall social behavior, for instance following dorm rules for smoking or not fighting. All youths attended a high school equivalency program 5 days a week. Classroom buildings were near but apart from the living units.

The Social Skill Training Program was implemented in the administrative building of O. H. Close. Permission to work with wards was obtained by the superintendent of O. H. Close School. Additionally, supervisors from 5 of 8 residential dormitories

consented to their dorm's participation in this study.¹

Participants

Forty-nine males of various racial (Caucasian, Black, Hispanic) and economic backgrounds, ages 15 to 17 participated in this study. Offenses for which the youths were serving time included but were not limited to drug offenses, assault with a deadly weapon, burglary, and various petty and grand thefts.

Wards who volunteered to participate in the study were randomly chosen from each dorm. Initially, the Parole Agent I or the Senior Youth Counselor from each dorm gave a brief explanation of the research project to all wards (i.e., "A student from the University of the Pacific is interested in finding out how kids your age handle problem situations.") Wards were also told that in order to volunteer, they must be staying at the youth authority for the next 5 months (duration of project). Of the wards who volunteered, 56 were randomly chosen

¹Wards from 5 of 8 residential dorms qualified for participation in this study. That is, one dorm contained a much younger population (ages 9 to 14) than the mean age of the other dorms. Another dorm consisted of wards from a teacher aide program, suggesting that these wards were more academically and socially advanced than most wards from other dorms. Supervisors from a third dorm did not wish their dorm to participate in the study.

to participate in the study.²

Peer Trainers and Adult Trainers

Administrative staff recommended that wards from the Student Aide Program be interviewed as candidates for peer trainers. It was believed that wards from this program would be more reliable than other wards in commitment to participate for the duration of the project and to learn the training materials. In order to become a student aide, wards had to demonstrate achievement of academic and personal goals as well to demonstrate leadership abilities with their peers. Student aides gave assistance to staff in the areas of classroom tutoring, recreation, and occasionally small treatment groups. Initially, four student aides volunteered to interview with the author for the two positions of peer trainer. The interview consisted of questions regarding: (a) ward's reasons for wanting to act as a peer trainer; (b) past peer tutoring experience other than the Student Aide Program; and (c) how they handled or would handle problem situations such as disruptive or uncooperative behavior, or a shy, nervous person during tutoring sessions.

²During implementation of the Social Skill Training Program, 7 wards were dropped from the study. Six wards did not complete the study due to unexpected transfers to other youth authority institutions. One control ward refused to continue to participate. Groups from which wards left included 3 control wards from Dorm 1, 2 control wards from Dorm 2, 1 control ward from Dorm 5, and 1 ward from a peer trainer group in Dorm 3.

One Black student aide (16 years old) and one Caucasian student aide (19 years old) acted as peer trainers. Both wards had no prior peer tutoring experience other than the Student Aide Program at O. H. Close.

Two graduate students from the University of the Pacific Psychology Department, ages 23 and 31 acted as the adult trainers. Both adult trainers had prior experience on counseling and teaching adolescents.

Experimental Assistants

A psychology graduate student and two psychology undergraduate students (all from University of the Pacific) aided the author in conducting pre and post assessments. In addition, each assistant acted as a second rater in obtaining inter-observer agreement on the dependent measures. All assistants received training in administering all dependent measures as well as scoring of each of these measures.

Training Adult and Peer Trainers

All trainers attended five training meetings, each lasting 2 to 3 hours. All trainers were present for the first two meetings which were held at the O. H. Close administrative building. However, due to scheduling problems, peer trainers and adult trainers received the remaining training sessions separately. That is, peer trainers completed training in the administrative building of O. H. Close whereas the adult trainers

completed their training at the University of the Pacific Psychology Department.

All instructors were provided with a notebook which consisted of a training manual identical to Appendix A. The first training session for the instructors consisted of a rationale for the program, a description of each of the social skill components to be taught, and a description of the format for all sessions. In addition, the following skills that trainers would be required to use throughout the program were discussed: (a) contingent praise; (b) corrective feedback; (c) prompting; (d) modeling; and (e) handling problems that may arise within the groups (e.g., disruptive or silent members). The second, third, fourth, and fifth instructor-training sessions consisted of each trainer practicing all of the social skill sessions. The author and a trainer (not involved in practice of a session) acted as participants in addition to providing corrective feedback to the trainer. The author utilized modeling, role-play, and feedback in training the instructors. Each instructor was encouraged to use his own language and style of presentation throughout training. (See Appendix B for detailed description of the Instructor Training Manual.)

Overview of Experimental Design

A split-plot factorial design (SPF3.2) was used to evaluate the effects of training on each of the dependent measures. Adult training, peer training, and no training were the three levels

of the between variation and there were two time levels (pre, 33
post) of the within variable.

First, treatment and control groups were randomly assigned to the five dorms. At this point specific trainers had not been assigned to dorms. Next, dorms were arbitrarily assigned the numbers 1, 2, 3, 4, and 5 for easy identification. The specific trainers were randomly assigned to the treatment and control groups in the dorms. The trainers were then arbitrarily assigned numbers for easy identification (e.g., Adult 1, Adult 2, Peer 1, Peer 2). Lastly, wards were randomly assigned to treatment or control groups. In sum Dorm 1 consisted of Adult Trainer 1 (4 wards), Peer Trainer 1 (4 wards), and a control group (5 wards). Dorm 2 consisted of Adult Trainer 1 (4), Peer Trainer 1 (4), and a control group (6). Dorm 3 consisted of Adult Trainer 2 (8). Dorm 4 consisted of Peer Trainer 2 (7) and Dorm 5 consisted of an isolated control group (7).

Each trainer was responsible for training eight wards. The wards under each trainer were randomly assigned to one of two small groups (squads). Thus, each trainer was responsible for training two different squads. The small groups under each trainer ensured manageability of group during training sessions. Additionally, the squads allowed for assessing squad effect as a nuisance variable. That is, similarity between squads within a trainer and among all squads of all trainers could be examined.

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The isolated control group in Dorm 5 served to examine the effectiveness of the Social Skill Training Program. That is, treatment groups could be compared to the isolated control group.

Vicarious learning (generalization effect) could be examined by having a control group in the same dorm as the treatment groups (Dorm 1 and Dorm 2). Thus the control groups exposed to treatment could be compared to the isolated control group.

The inclusion of an additional isolated adult group and peer group (Dorm 3 and Dorm 4) served as partial replication (no control group) for examining differences between trainers. That is, these additional peer and adult groups allowed the examination of trainer effects particular to a trainer or a squad in addition to controlling for contagion effects as a result of adult and peer groups being exposed to each other (Dorm 1 and Dorm 2).

The order in which squads received social skill sessions was rotated for each session. For example, if squad 1 of Trainer 1 was the first to receive Session 1, then squad 2 of Trainer 1 would be first to receive Session 2.

Lastly, the author was present at all social skill sessions of all trainers to ensure that trainers presented all sessions similarly. Additional efforts to ensure consistency between trainers included written guidelines for each trainer of relevant points to cover at each session in addition to verbal feedback from the author regarding implementation of each session and the

trainers' rapport with wards.

Dependent Measures

The assessment package for this program was multidimensional. That is, dependent measures included role-play, behavior observations by staff, and self-report measures of problem solving strategies. All dependent measures were implemented 1 to 4 weeks prior to training sessions and 1 to 4 weeks after training sessions were completed.³

Adolescent Problem Inventory (Freedman et al., 1978). The level of social competency of wards' responses to 44 hypothetical problem situations was evaluated. A maximally competent response was one which effectively resolved the problem situation at hand and made the problem less likely to occur in the future. A maximally incompetent response was one which would not effectively resolve the problem situation at hand and was likely to cause more problems for the ward in the future. Competency of each response was rated according to a five-point rating scale that consisted of the ratings 0, 2, 4, 6, and 8 (0=very incompetent and 8=very competent). The 44 problem situations included conflicts with peers, parents, and other authority figures (See Appendix C for a detailed description of test items

³Pre and posttests each took about 4 weeks to complete.

Pretests ended 1 week prior to training and posttests began 1 week after training was completed.

and scoring.) The trained assistants or the author interviewed each of the wards on an individual basis. The interviewer read each situation to the ward then asked the ward what he would do or say in that situation. The interviewer rated the ward's responses according to the 5 point rating scale.

Problem-Solving Alternatives Test (Platt & Spivack, 1977).

The research of Spivack and co-workers has emphasized the importance of the generation of alternatives as a problem-solving skill. Competent individuals produce more relevant alternatives than do less competent persons when they are asked to generate solutions to interpersonal problems (Shure & Spivack, 1978; Spivack & Levine, 1963; Spivack et al., 1976; and Spivack & Shure, 1974). The alternatives test required the ward to list various ways in which to handle a particular problem. The alternatives measure consisted of four problem situations. Two of the problem situations were selected from Platt and Spivack's (1977) original alternatives test for adolescents. The remaining two situations were selected from Freedman's et al. (1978) Adolescent Problem Inventory. These situations were selected on the basis of having generated a wide variety of responses for this same measurement in a previous study (Costello, Cohen, Goldstein, & Almanza, 1983). The nature of the stories were as follows: (a) a youngster wants to watch a television program however another youngster (from the institution) is watching

a different program on television; (b) a youngster would like people to listen to him but is not sure what to do so that people will pay attention to him; (c) a youngster dated a girl that his friend likes; the friend becomes angry and threatens to hit the youngster; and (d) a youngster is browsing in a store with his friend and the friend tempts the youngster to steal guns. (See Appendix C for a description of each story.)

The four hypothetical stories were presented orally to each ward. The wards were asked to list all the alternative solutions that they could think of so that the character in the story could solve the problem. The interviewer recorded each of the youngster's answers verbatim. Alternatives were identified and categorized as assertive, aggressive, or nonconfrontative responses using a coding manual developed in a previous study in which this measure was used (Costello et al, 1983). The coding manual is based on the dimensions and procedures employed by Gesten (1979) and modified by Bream (1982) in evaluating problem-solving skills for peer conflicts and initiations in elementary school children.

Next, each solution was scored for effectiveness on a 5-point scale based on the extent to which the solutions maximized positive consequences and minimized negative consequences for both the protagonist and the antagonist. A hierarchy of the effectiveness of responses was initially derived based on the model ratings of 5 independent judges. These judges were

3 graduate and 2 undergraduate students who were familiar with the rating process from rating similar data in a previous study. (See Appendix D for a detailed description of the hypothetical stories and the scoring manual.)

In summary, the following variables were analyzed for each story: number of alternatives, effectiveness of each alternative, and the proportion of aggressive, nonconfrontative, and assertive responses for the alternatives.

Staff Questionnaire. The staff questionnaire (Spence and Marziller, 1981) was implemented in order to assess staffs' observation of social behavior change in wards' residential settings. This questionnaire involved a 30 item, 5 point rating scale which focused on delinquent youths' interaction skills with adults and peers (e.g., talks freely with peers, is bullied by other boys, or refuses staff requests and instructions). The higher the score given, the greater the social competence of the individual. The staff also rated each ward's general social skills performance on a 10 point rating scale. Prior use of this measure (Spence & Marziller, 1981) involving four staff on two occasions revealed a reliability index of .65 for the 30 item test combined over the two occasions. The standard error of measurement was 5.64 for the 30 items and .18 for the general social skill score. (See Appendix E for a detailed description of the staff questionnaire.)

Extended Interaction Tests. This test was a modification of McFall and Lillesand's (1971) Extended Interaction Test. The test was designed to assess a ward's perserverence at attempting to solve a problem situation in a competent manner. In this test, the antagonist ignored the ward's first attempt to solve a problem situation and countered with another antagonistic response.

Each ward was interviewed individually. The author acted as interviewer during pre and posttest sessions of the Extended Interaction Test. Wards were told that they would be role-playing with the author and were instructed to act out their responses as if they were actually involved in the situation. In addition, wards were instructed to continue to respond to the author's role-play (as if they were actually involved). Following the initial provocation the response/counter response pattern occurred twice for each vignette. That is, the ward was required to respond to each vignette two times. (See Appendix F for examples of counter responses for vignettes.) Four problem situations were chosen from the Adolescent Problem Inventory to use as vignettes for role-play. Two situations were chosen because they were identical to two situations on the Alternatives Test and two situations were chosen on the basis of a previous study in which youth displayed incompetent responses for these situations (Costello et al., 1983).

The Extended Interaction Test was videotaped, then scored at the completion of the Social Skill Training Program. Thus only the author and a ward were present during implementation of this measure. To avoid distractions and interruptions, videotaping of this measure occurred in the administrative building of O. H. Close School. The author and a second independent rater scored the videotaped response to the Extended Interaction Test. Responses were scored on a 3 point rating scale on the basis of ward's use of affect toward the antagonist. Behaviors analyzed included gestures, facial expressions, eye contact, and tone of voice. In addition, ward's were rated on the consistency between body language and their affect. If a ward used gestures to match an angry message (e.g., body leaning toward antagonist, hands on hip, or flailing arms) he would receive the highest score on the 3 point scale. If gestures did not contribute to a ward's message (e.g., no gestures or occassional hand or arm movement) the ward received the middle score. If a ward's gestures detracted from his message or did not match the content of his messgae (e.g., fidgeting) he received the lowest score for using gestures to communicate his message. In sum, these variables emphasized how a response was made rather than the quality of the content of the response. Additionally, quality of content of a response was rated on a

3 point scale. Rating criteria were identical to the competent and incompetent response rating for the Adolescent Problem Inventory. (See Appendix F for Extended Interaction Test rating sheet.)

Reliability

Interobserver agreement was taken for all measures. To obtain a thorough sample of interobserver agreement across groups, at least one assessment from each of the 11 groups was randomly chosen for each dependent measure at pre and posttests.

For the Adolescent Problem Inventory, a second observer (in addition to the interviewer) was present at approximately 22 randomly selected interviews (11 pre, 11 post) to independently rate the wards' verbal responses.

For the Problem-Solving Alternatives Test, the author and 1 of 3 individual raters coded the written transcripts using the coding manual prepared by the author.

In order to obtain interobserver reliability of the staff questionnaire, two staff in each dorm were asked to complete questionnaires on each ward involved in the social skills training program. Staff were asked not to discuss their ratings of wards with each other. Reliability was assessed for 46 wards' questionnaires at pretest and for 49 wards' questionnaires at posttest. A second staff rater in one dorm did not complete questionnaires on three wards.

Lastly, interobserver agreement for the Extended Interaction

Test was assessed by the author and a second independent rater. Wards' responses were viewed on the video-tape and rated after each response to a provocation.

Procedure

During the pretest period, problem situations were collected from wards in both treatment and control groups. Wards were asked to describe a problem that was reoccurring in their lives for which they were unsatisfied with the outcome. The situation could have occurred either inside or outside the institution. This Problem Situation Inventory was used during role-play so that wards would have relevant problem situations with which to practice the social skills. The inventory included problem situations involving peers, parents, stepparents, teachers, policeman, and institutional staff.

The Social Skills Training Program was adapted from Brown and Brown's (1982) manual for training social competence in children. The present program included the following five social skill components: (a) communicating with body language; (b) responding to others feelings; (c) expressing feelings and dissatisfactions; (d) assessing one's personal effect on others; and (e) resolving problems and conflicts. Each of these components has been documented as being effective in improving the social skills of adolescents (Haynes & Avery, 1979; Spivack & Shure, 1974; & Spence of Marziller, 1981). Each skill was presented with the same format, which included a general

introduction of the skill, modeling of appropriate skill performance, rehearsal, exercises relevant to the skill, and homework. More specifically, each session included:

1. Description of the skill. The trainer gave a description of the skill in addition to a rationale for using the skill and examples of their use.
2. Role-play script illustrating the skill. The trainers themselves acted as models to demonstrate how each skill should be used.
3. Discussion points to emphasize. The trainers emphasized the correct use of the skill as well as possible consequences for using the skill correctly (e.g., "How did Sara express dissatisfaction to Tony?" and "What did Tony do when Sara expressed dissatisfaction to him?").
4. Practicing the behavior. Each ward practiced the special social skills by role-playing vignettes which portrayed a problem situation. Each ward was given an opportunity to act as both the antagonist and protagonist as well as to act as an observer of the vignettes.
5. Additional exercises. Wards participated on an activity at the end of each session to emphasize the skill being presented. For example, the social skill was practiced with additional role-play or specific skills were identified by wards during role-play.

6. Home-work assignments. After each ward had an opportunity to practice the skill and to receive feedback on his performance, home-work assignments were assigned for the next session. Wards were requested to practice skills in real life situations. That is, wards were instructed to report a description of a problem situation they had experienced since the last meeting, their reaction to the situation, and use of the specific social skill (e.g., "I'd like all of you to practice being aware of how you use body language to communicate a message as well as how others use body language to give you a message").⁴

In order to encourage wards' participation, a point system was implemented throughout all sessions. Wards had several opportunities to earn points. Points were exchanged at the end of each session for soda, cigarettes, and candy bars. (See Appendix B for details.)

⁴Initially, the author had planned to use notebooks in which wards would write the descriptions of their problem situations. Notebooks were to contain headings appropriate for each session so that wards would focus on particular details (relevant to a session) in their written descriptions. However the author was informed that reading and writing levels varied with wards in the treatment groups (e.g., illiterate to high school reading and writing). Thus it was decided not to use notebooks since wards' reading and writing skills were questionable.

Social skills training was completed in seven 60 minute sessions over a period of 5 weeks. In general, treatment groups received training twice a week. A general overview of the skills emphasized in each training session is presented below. (See Appendix A for detailed description of the Social Skills Training Manual.)

Session One: Introduction to the program. Introductions were made between the trainers and wards. Wards were told that they would be receiving training in handling difficult situations. The rationale for the program was discussed. Wards were told that the purpose of the program was to give them ideas about how to handle "tough" situations without getting into trouble. The point system was also explained during this introductory session.

Session Two: Communicating with body language. Training Session Two was designed to teach wards four characteristics of body language. The physical behaviors included: (a) body movement; (b) facial expressions; (c) eye contact; and (d) tone of voice. The objective of this session was to identify various messages through body language as well as to demonstrate various messages (e.g., feelings of anger or a bored attitude). Each of the four behaviors were discussed and practiced separately. However activities at the end of the session included a combination of all four behaviors.

Session Three: Responding to feelings. Session Three emphasized how to recognize and verbally acknowledge another person's feelings. Skills emphasized included: (a) listening to what the other person says; (b) deciding how he or she is feeling; and (c) making a response that includes both the content and feeling of the other person's message. The activity designed for Session Three required wards to act out feelings they've had in the past (e.g., jealousy, happiness). Wards' partners were to appropriately respond to the other's feelings.

Session Four: Expressing feelings and dissatisfactions. The fourth session was designed to teach wards how to express their anger and frustrations to others without putting them down. This session emphasized the use of "I" messages (a statement of the behavior one dislikes, the feeling it produces, and the concrete effect of the behavior for the individual). The wards practiced giving "I" messages to each other based on sample problem situations (e.g., someone shoves you in the hallway).

Session Five: Assessing personal effect on others. The objective of this session was to teach wards to be aware of the effect that various types of body language can have on another person. In addition to learning to recognize how they "come across" to others, they were taught to recognize when the intent of their message does not match the impact of their message. Skill steps emphasized were: (a) talking with a person; (b)

looking for body cues from the other person; (c) deciding if you are having the effect that you want to have on the other person; (d) if the impact of your message does not match the intent of your message, decide on a different approach (e.g., How could you change your body language, content of speech, etc. to communicate your intended message?); and (e) try the new approach. Wards practiced identifying the impact of their own messages.

Session Six: Resolving problems and conflicts. The objective of this session was to teach wards to negotiate a conflict with another person by using the following steps: (a) identify the problem or conflict; (b) generate all possible solutions; (c) evaluate alternative solutions; (d) select the best alternative; and (e) put the plan into action. Wards practiced identifying and utilizing problem-solving behavior when presented with a hypothetical conflict.

Session Seven: Review of Sessions One through Six. The final two sessions consisted of the wards practicing all of the skills presented in the previous sessions. In addition wards had the choice of describing a problem situation relevant to their lives or having the trainer choose a situation from the situation inventory.

Homework assignments were verbally reported to the group at the beginning of each session.

In addition to the above components, each session began with a review of the social skill presented at the previous session. The review consisted of the trainer and the participants verbally stating each of the steps involved in a particular social skill in addition to reviewing the rationale for the importance of using the skill. A discussion of wards' home-work assignments followed the review.

Results

Reliability

For the Adolescent Problem Inventory, a second rater was present to independently rate wards' verbal responses. A summed score across all 44 items was calculated for each inventory being scored for reliability. A Pearson's r was then calculated for 11 paired sums at pretest and 11 paired sums at posttest (interobserver agreement was taken on one ward from each of the 11 groups). The values of Pearson's r for the Adolescent Problem Inventory pre and posttests were $r=.95$ and $r=.99$ respectively.

For the Problem-Solving Alternatives Test, raters independently coded written transcripts using the coding manual (mentioned in the Method) prepared by the author. The responses from a random sample of 2 wards from each of the 11 groups (at pre and again at posttest) were scored for reliability. Reliability was assessed by using the percentage agreement formula (e.g., dividing the number of agreements by the number of agreements plus disagreements) for number of alternatives and content category of alternatives. An agreement was defined as an exact match between the raters' identification of an alternative and coded content. Percentage agreement for alternatives was .96 (pre) and .92 (post). Percentage agreement for content was .97 (pre) and .97 (post). Pearson's r was calculated for the effectiveness ratings of the alternatives.

Pearson's r for effectiveness of alternatives was $r=.92$ (pre) and $r=.89$ (post).

A Pearson's r was also calculated for the two components of the staff questionnaire, namely, interaction skills with adult and peers (30 item, 5 point rating scale) and general social skills performance (10 point rating scale). Pearson's r for staff ratings of interaction skills at pretest (46 paired sums) was $r=.63$ and at posttest (49 paired sums) was $r=.54$. Pearson's r for staff rating of general social skills at pretest (46 paired sums) was $r=.47$ and at posttest (49 paired sums) $r=.51$.

Lastly, reliability for the Extended Interaction Test was assessed at pre and again at posttest by calculating Pearson's r for several categories. The following categories of responses were assessed for reliability: Nonverbal Response 1 and Nonverbal Response 3, General Nonverbal Response 1 and General Nonverbal Response 3, and lastly, Content of Response 1 and Content of Response 3.⁵ Responses from a random sample of 2 wards from each of the 11 groups were scored for reliability. Pearson's r for

⁵Due to a cumbersome amount of data, nonverbal Response 2 was eliminated from the data analysis. It was felt that Nonverbal Response 3 would detect perseverance of wards' attempt to cope with a difficult situation.

Nonverbal Response 1 and Nonverbal Response 3 were $r=.85$ (pre), $r=.90$ (post) and $r=.90$ (pre) and $r=.88$ (post) respectively. Pearson's r for General Nonverbal Response 1 and General Nonverbal Response 3 were $r=.82$ (pre), $r=.78$ (post) and $r=.87$ (pre) and $r=.81$ (post) respectively. Finally, Pearson's r for Content of Response 1 was $r=.95$ (pre) and $r=.97$ (post) and $r=.93$ (pre) and $r=.96$ (post) for Content of Response 3.

Overview of Data Analysis

The data were analyzed using multivariate analysis of variance techniques to test for main effects and interaction effects of squad, trainers, dorm, treatment (adult, peer, and control) and trial (pre, post). In addition, the Manova techniques examined the relative importance of all dependent variables accounting for their intercorrelations. A split-plot factorial design was used for all analyses with squad, trainers, dorm, and treatment as the between variables and trial (pre, post) as the within variable. Split-plot factorial analyses were used for main effect and interaction effect tests where trial was a variable. Randomized factorial analyses were used whenever trial was not analyzed. Alpha levels were set at .01 for all tests.

Since there were an unequal number of youths in the control groups, data from 6 control wards (1 person from Dorm 1, 2 people from Dorm 2, and 3 people from Dorm 5) were randomly eliminated

to provide a total of five people in each control group. This⁵² adjustment for equal subjects in groups was necessary for analyses in which control groups were included.

As the size of one peer trainer's squad was unequal to other treatment groups, the means of the 3 real subjects were calculated for each dependent variable to produce a fourth estimated mean to represent the missing person.

Data for three youths were missing for pre-test scores from five categories of the Extended Interaction Test (1 peer subject from Dorm 2, 1 peer subject from Dorm 3, and 1 control subject from Dorm 5). In order to produce equal or proportional numbers of people within each cell in an analysis involving dorm by treatment by trial interactions, estimated scores (mean of scores of non-missing people) were calculated for each of the five missing variables. Missing data occurred when the video equipment did not record during the responses of these 3 subjects. Lastly, all proportional data was transcribed to arc sign.

Multivariate Analysis of Variance

Generalization to control groups. There were three control groups, two of which were in dorms with treatment subjects and one that was isolated. Tests for the main effect between these three control groups showed that there were no differences among any of the control groups pooled across all pre and post-tests. The interaction between trial (pre, post) and control

groups was also not significant. Control subjects exposed to treatment subjects did not differ from the isolated control group in their pre and posttest scores. Thus it appeared that vicarious learning did not occur with boys in control groups who were exposed to boys that had received training.

Comparison of trainers. In order to assess whether peer trainers performed similarly to adult trainers, a three way interaction test was performed (trainertype⁶ by trainer #⁷ by trial) using a split-plot factorial (22.2). This analysis revealed no significant difference among any of the four trainers on any of the measures.

Squad. A main effect test and a series of interaction effect tests were conducted in order to rule out squad as a nuisance variable. The main effect test for squad revealed no significant differences among squads on all measures. Two-way factorial analyses that assessed squad by trainertype and squad by trainer were not significant. Additionally, a split-plot factorial which assessed squad by trial effects was not significant. Although a squad by trainertype by trial

⁶Trainertype refers to adult trainers or peer trainers (e.g., Trainertype 1 equaled adult trainers and Trainertype 2 equaled peer trainers).

⁷Trainer # refers to the arbitrary pairing of trainers for the purpose of examining all combinations of trainers.

interaction was not significant, a squad by trainertype by trainer interaction was found to be significant χ^2 (d.f.=147)=203.28, $p < .01$. The major differences appeared between Squad 1 and Squad 2 of Peer Trainer 2 pooled across pre and posttests. The canonical discriminant function revealed that five dependent measures from the Extended Interaction Test accounted for these differences.⁸ Three of the variables were nonverbal responses and two variables were verbal responses. However when trial was introduced as a fourth variable in a squad by trainertype by trainer by trial interaction, there were no significant results, thus indicating that whatever

⁸Squad effect. Although squad in general was ruled out as a nuisance variable a significant interaction was found between Squad 1 and Squad 2 of Peer Trainer 2. The differences between these two squads may be accounted for by the uniqueness of Squad 2. That is, there were three youths in Squad 2 (rather than 4), one of which was consistently uncooperative to the peer trainer, loud, and generally disruptive for the other group members. Since an estimated mean was calculated to make a fourth score, this particular person's score may have been heavily weighed in the fourth estimated score.

differences existed between Squad 1 and Squad 2 of Peer Trainer 2, they did not vary across time.

Effectiveness of Social Skills Training Program. The differences between treatment groups and control groups from pre to posttests were assessed using data from Dorm 1 and Dorm 2. Each of these dorms contained one adult trainer (4 participants), one peer trainer (4 participants), and one control group (4 participants) and were similar in this regard. Dorms containing only treatment or control groups were not included in this analysis. If treatment effects were obtained for this analysis, it was hypothesized that the findings could be generalized to the other groups since prior analyses showed that there was no differences between any of the trainers, squads, or control groups.

A main effect test for dorm using a factorial analysis was significant $\chi^2(d.f.=145.46, p < .01)$. Data indicated that Dorm 1 generally scored higher than Dorm 2 (scores were pooled across pre and post-tests). Nine dependent variables derived from the Problem-Solving Alternatives Test, Extended Interaction Test, and Staff Rating Scale accounted for these differences. Two-way interactions, dorm by trial and dorm by treatment were examined. In order, the interactions were significant $\chi^2(d.f.=42)=83.75, p < .01$ and $\chi^2(d.f.=7)=107.22, p$

$< .01$]. The dorm by trial interaction revealed that the difference between Dorm 1 and Dorm 2 appeared mostly at pretest. The dorm by treatment interaction revealed that the difference between Dorm 1 and Dorm 2 appeared mostly with the control group in Dorm 1 in that the control group scored unusually high in comparison to the other treatment and control groups.

A split-plot factorial analysis (23.2) yielded a significant dorm by treatment (peer, adult, control) by trial interaction [$\chi^2(d.f.=154)=214.13, p < .01$]. Dorms 1 and 2 differed most at pre-test in that means for the adult, peer, and control groups in Dorm 1 were higher than the means for these three groups in Dorm 2 at pretest. Additionally, the means of the adult and peer group in Dorm 2 were generally higher than the control group in Dorm 2 at posttest whereas the control group in Dorm 1 scored higher than both peer and adult groups at posttest in Dorm 1. (See Table 1.) Canonical discriminant function coefficients showed that the Adolescent Problem Inventory, Extended Interaction Test, and General Staff Social Rating contributed most to the differences between groups in Dorm 1 and Dorm 2 (See Table 2.) No significant Univariate F Ratios existed for any of these dependent measures.

Table 1
Mean Pre and Posttest Scores of Wards
from Dorm 1 and Dorm 2

Mean Scores and Standard Deviations for Dorms 1 and 2

Dorm	Group	Adolescent Problem Inventory		Mean Alternatives		Mean Effectiveness		Proportion Assertive		Proportion Noncf.	
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
1 Adult	Pre	4.54	1.57	2.38	.66	3.22	.45	1.88	.34	.73	.49
		5.63	.50	3.06	.55	3.57	.30	1.98	.35	1.08	.34
	Peer	4.13	.73	2.69	.80	2.94	.26	1.62	.22	1.20	.25
		4.63	.91	3.06	1.07	3.06	.27	1.64	.36	1.12	.64
	Control	5.80	.82	2.50	.35	2.84	.29	1.95	.17	1.08	.30
		5.73	.92	3.00	.98	3.30	.38	1.67	.15	1.39	.19
2 Adult	Pre	4.38	.45	2.81	.90	3.04	.21	1.76	.23	1.19	.21
		5.78	.97	3.00	1.02	3.50	.40	1.60	.24	1.21	.58
	Peer	4.84	.85	2.06	.59	2.87	.94	1.57	.52	1.26	.28
		6.20	.22	2.94	.77	3.06	.25	1.51	.26	1.39	.39
	Control	4.87	.63	3.31	1.25	3.29	.68	1.61	.25	1.32	.27
		5.15	.44	2.13	.25	3.80	.68	1.40	.25	1.58	.20

Table 1 (Continued)
Mean Pre and Posttest Scores of Wards
from Dorm 1 and Dorm 2

Mean Scores and Standard Deviations for Dorms 1 and 2

Dorm	Test	Proportion Aggressive		Nonverbal Response 1		Nonverbal Response 3		General Nonverbal Response 1		General Nonverbal Response 3	
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
1 Adult	Pre	.89	.13	.88	.78	.31	.55	.19	.24	.13	1.44
	Post	.28	.32	1.38	.48	.68	1.07	.44	.24	.31	.43
	Peer	.81	.10	1.38	1.53	.69	1.13	.38	.48	.13	.32
	Post	.56	.41	1.69	1.13	.69	.52	.50	.41	.13	.14
	Control	.31	.36	1.06	.52	.88	.72	.31	.24	.25	.20
	Post	.28	.33	1.88	1.50	2.19	1.50	.63	.48	.63	.48
2 Adult	Pre	.51	.40	1.75	1.55	1.06	1.39	.63	.43	.63	.43
	Post	.44	.31	1.63	1.66	1.50	1.67	.63	.43	.38	.43
	Peer	.57	.67	.75	1.81	1.17	2.04	.33	.48	.33	.47
	Post	.63	.43	.31	2.21	0.00	1.35	.06	.77	.06	.43
	Control	.65	.11	.63	.14	.19	.43	0.00	.00	.06	.13
	Post	.53	.36	.31	.52	.19	.80	.06	.24	.06	.13

Table 1 (Continued)
Mean Pre and Posttest Scores of Wards
from Dorm 1 and Dorm 2

Mean Scores and Standard Deviations for Dorms 1 and 2

Dorm	Group		Content Response 1		Content Response 3		Staff Rating		General Staff Rating	
			\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
1	Adult	Pre	.81	.59	.25	.46	7.40	.77	6.25	2.75
		Post	.94	.75	.56	.69	5.66	.89	6.50	1.91
	Peer	Pre	.31	.13	.31	.12	5.66	.89	5.50	1.00
		Post	.94	.43	.19	.77	5.84	.56	6.50	1.29
	Control	Pre	1.31	.52	.94	.47	6.76	1.31	6.75	2.06
		Post	1.13	.48	.94	.72	6.18	.55	7.75	.50
2	Adult	Pre	.88	.78	.31	.69	4.91	1.84	4.50	1.29
		Post	.94	.69	1.00	.65	5.53	1.13	5.25	1.50
	Peer	Pre	.33	.62	.04	.43	5.34	1.35	4.50	1.73
		Post	1.31	.43	.44	.90	6.16	.64	6.00	1.41
	Control	Pre	.94	.55	.25	.46	4.21	1.14	4.00	1.15
		Post	.94	.63	.63	.78	6.11	2.03	5.50	1.73

Note. Maximum mean scores that wards could receive for each dependent variable are as follows: Adolescent Problem Inventory (8); mean alternative (any number of alternatives could be generated); Mean Effectiveness (5); Porportion of Assertive, Nonconfrontative, and Aggressive (1.98); Nonverbal Response 1 to 3 (4); General Nonverbal Response 1 to 3 (1); Content Response 1 to 3 (2); staff rating (9.5); and General Staff Rating (10).

Table 2
Standardized Canonical Discriminant Function Coefficient and
Significance of Univariate F-Ratio of Dorm by Treatment by Trial
Interaction.

<u>For Dorm 1 and Dorm 2</u>		
<u>Dependent Measure</u>	<u>Discriminant Function Coefficient</u>	<u>Univariate F-Ratios</u>
Adolescent Problem Inventory	-.94	.01
Alternatives Test		
Mean Alternatives	-.47	.51
Mean Effectiveness	.30	.21
Proportion of Assertive Responses	.64	.19
Proportion of Noncon- frontative Responses	-.01	.28
Proportion of Aggressive Responses	.70	.37
Extended Interaction Test		
Nonverbal Response 1	1.26	.21
Nonverbal Response 3	.72	.06
General Nonverbal Response 1	-.59	.04
General Nonverbal Response 3	-.97	.01
Content Response 1	-1.16	.43
Content Response 3	.99	.41
Staff Rating	.08	.07
General Staff Rating	1.52	.09

A final analysis grouped data from all youths involved in training (32) from Dorms 1, 2, 3, and 4 and all youths in a control group (17) from Dorms 1, 2, and 5 in order to compare scores of all youths at pre and post-tests. A split-plot factorial (2.2) used to assess a treatment (all treatment people, all control people) by trial interaction yielded significant results [$\chi^2(d.f.=42)=74.5, p < .01$]. Treatment and control groups differed most at pre-test with control groups having higher means than treatment groups on 9 of 14 measures at pre-test. However, at posttest youths in the treatment group scored higher than did youths in the control group on 9 of 14 dependent measures. (See Table 3.) Canonical discriminant function coefficients showed that the Adolescent Problem Inventory, Proportion Nonconfrontative, and Extended Interaction Test (Nonverbal Response 1 and General Nonverbal Response 1) contributed most to the difference between treatment and control groups. (See Table 4.) A significant univariate F-ratio was present for the Adolescent Problem Inventory ($F(3, 94)=10.25, p < .00$). Lastly, a correlation matrix was performed to examine the relationship between dependent variables. (See Table 5.)

Table 3
Group Means and Standard Deviations For
Treatment and Control Groups

Dependent Variables	Treatment Group	Group Means and Standard Deviations			
		Pre		Post	
		\bar{X}	S.D.	\bar{X}	S.D.
Adolescent Problem Inventory	Treatment	4.11	1.14	5.67	.99
	Control	4.55	1.38	4.90	1.21
Alternatives Test					
Mean Alternatives	Treatment	2.45	.66	2.94	.93
	Control	2.94	.74	2.53	.62
Mean Effectiveness	Treatment	3.04	.61	3.26	.43
	Control	3.33	.52	3.17	.52
Proportion of Assertive Responses	Treatment	1.64	.44	1.67	.35
	Control	1.80	.31	1.50	.31
Proportion of Non-Confrontative Responses	Treatment	1.15	.35	1.23	.40
	Control	1.14	.31	1.39	.28
Proportion of Aggressive Responses	Treatment	.68	.48	.50	.39
	Control	.54	.33	.61	.42
Extended Interaction Test					
Nonverbal Response 1	Treatment	.82	1.70	1.15	1.46
	Control	1.05	1.09	1.32	1.45
Nonverbal Response 3	Treatment	.23	1.40	.68	1.46
	Control	.71	1.13	1.04	1.69
General Nonverbal Response 1	Treatment	.29	.53	.36	.48
	Control	.20	.33	.32	.42
General Nonverbal Response 3	Treatment	.10	.43	.20	.46
	Control	.13	.32	.29	.46
Content Response 1	Treatment	.68	.67	1.14	.51
	Control	.90	.67	.74	.77
Content Response 3	Treatment	.28	.65	.63	.74
	Control	.54	.63	.59	.75
Staff Rating	Treatment	5.39	1.45	5.89	.93
	Control	5.22	1.56	5.63	1.47
General Staff Rating	Treatment	5.03	1.64	5.72	1.73
	Control	4.94	1.89	5.76	1.92

Table 4
Canonical Discriminant Function Coefficient and
Significant of Univariate F-Ratio
For Treatment (All Treatment Groups, All Control Groups) by Trial
Interaction.

Dependent Variables	Canonical Discriminant Function Coefficient	Univariate F-Ratios
Adolescent Problem Inventory	-1.13	0.00
Alternatives Test		
Mean Alternatives	-.30	.04
Mean Effectiveness	.42	.24
Proportion of Assertive Responses	.55	.14
Proportion of Nonconfrontative Responses	-.66	.11
Proportion of Aggressive Responses	.47	.38
Extended Interaction Test		
Nonverbal Response 1	.96	.68
Nonverbal Response 3	.10	.28
General Nonverbal Response 1	-1.08	.71
General Nonverbal Response 3	.01	.46
Content Response 1	.32	.03
Content Response 3	.60	.20
Staff Rating	-.07	.32
General Staff Rating	.08	.24

Table 5
Pooled Within-Group Correlation
Matrix For All Measures

	Adolescent Problem Inventory	Mean Alternatives	Mean Effective- ness	Proportion of Assertive	Proportion of Noncon- frontative	Proportion of Aggressive
Adolescent Problem Inventory	1.00					
Mean Alternatives	-.02	1.00				
Mean Effectiveness	.45	-.06	1.00			
Proportion of Assertive	.13	-.06	.64	1.00		
Proportion of Nonconfrontative	.17	.11	-.20	-.66	1.00	
Proportion of Aggressive	.44	.06	-.64	-.49	-.21	1.00
Nonverbal Response 1	.05	.17	-.07	.07	-.02	-.04
Nonverbal Response 3	.13	.07	-.02	-.04	.03	-.10
General Nonverbal Response 1	.00	.15	-.03	.07	-.07	-.06
General Nonverbal Response 3	.08	.05	.01	.12	-.06	-.12
Content Response 1	.53	.02	.14	-.02	.20	-.30
Content Response 3	.54	-.06	.18	-.07	.19	-.32
Mean Staff Rating	.26	-0.00	.07	-.05	.023	-.08
General Staff Rating	.26	-0.05	.08	-.08	.14	-.18

Table 5 (Continued)
Pooled Within-Group Correlation
Matrix For All Measures

	Non- Verbal Re- sponse 1	Non- Verbal Re- sponse 3	General Non- Verbal Re- sponse 1	General Non- Verbal Re- sponse 3	Con- tent Re- sponse 1	Con- tent Re- sponse 3	Mean Staff	General Staff
Nonverbal Response 1	1.00							
Nonverbal Response 3	.82	1.00						
General Nonverbal Response 1	.92	.78	1.00					
General Nonverbal Response 3	.29	.93	.79	1.00				
Content Response 1	.19	.31	.16	.25	1.00			
Content Response 3	.12	.30	.14	.24	.71	1.00		
Mean Staff	.14	.18	.14	.13	.28	.26	1.00	
General Staff	.14	.23	.18	.17	.35	.31	.80	1.00

In sum, multivariate analysis of variance techniques were used to assess the effectiveness of the social-skill training program. First, two main effect tests and an interaction test between trial and control groups revealed that there were no differences among any of the control groups.

Next, a three-way interaction (trainertype by trainers by trial) revealed no differences among any of the trainers thus indicating that peer trainers performed similarly to adult trainers.

Squad was ruled out as a significant nuisance variable as revealed by a non-significant main effect test and a series of two, three, and four way interaction tests. Thus indicating that the measure of behaviors of the squads were similar to one another.

By ruling out differences among control groups, among trainers, and among squads, it was assumed that Dorms 1 and 2 (each containing adult, peer, and control groups) were representative of treatment and control groups in the other dorms. Hence, main effect and interaction effect tests were performed with groups from Dorms 1 and 2 in order to assess the effectiveness of the social skills training program. Although a treatment by trial interaction was not significant, a dorm effect was found which indicated that Dorm 1 contained a control

group that scored unusually high at pretest in comparison to treatment and control groups in Dorns 1 and 2.

Lastly, to increase the probability of detecting differences between treatment and control groups, participant scores from all dorns were analyzed in a treatment (all treatment vs. all control) by trial interaction. Significant results indicated that the treatment group scored higher than the control group at posttest on most measures although the canonical discriminant function coefficient indicated that only four dependent variables (Adolescent Problem Inventory, Proportion Nonconfrontative, Nonverbal Response 1 and General Nonverbal Response 1) accounted for most of the differences between pooled treatment and control groups.

Discussion

Treatment Groups Compared to Control Group

The results of the present study revealed that wards in the social skill training groups improved significantly on some social skill measures as compared to the control groups. Hence this study provided some support for other research that suggests social skill and problem-solving training is of benefit to delinquent youths who experience difficulty in interpersonal situations (Ollendick & Hersen, 1979; Sarason & Ganzer 1973; Sarason & Sarason, 1981; Snyder, 1979; Spence & Marziller, 1981; Thelan et al., 1976).

The canonical discriminant function revealed that the Adolescent Problem Inventory (API) as well as General Nonverbal Response I (GNR1) and Nonverbal Response 1 (NVR1) from the Extended Interaction Test (EIT) accounted most for differences between treatment and control groups at posttest. On the API, the treatment group's average score increased from a response which was neither competent nor incompetent (it would neither help nor hurt the situation) to a competent response. The API may have weighed heavily in discriminating between groups because it is the best validated measure in this study. Thus the API may be more likely to detect changes in behavior over time.

Changes on the GNR1 were less interpretable in that differences from pre to posttest were small as were the differences between treatment and control groups. Similarly, although the NVR1 weighed heavily on the canonical discriminant function, the pattern of the means was not consistent with the API or GNR1. That is, both treatment and control groups increased from pre to posttest; however; control group scores were higher at posttest than treatment group scores. Thus these variables from the EIT contribute little to understanding how the treatment program affected the wards who participated.

Examination of means of all dependent variables in this study revealed that, on Content Response 1 (CON R1) and Content Response 3 (CON R3), the treatment group increased from pre to posttest and was superior to the control group at posttest. Although the improvement of the treatment group on this measure is important, CON R1 and CON R3 were not heavily weighed on the canonical discrimination function coefficient. Examination of the correlation matrix revealed that CON R1 and CON R3 were highly correlated to API $r=(.53)$ and $r=(.54)$ respectively thus indicating that CON R1 assessed similar skills as the API and did not contribute anything new to the discrimination between groups. The content response variables were similar to the API in that the competency of the content of verbal responses were

rated for these three variables using the same criteria.

In sum, the effect of the social skill training program was apparent for only one measure. Spence and Marziller (1981) reported similar results on a study assessing social skill training with juvenile delinquents. That is, of the multiple measures used to assess change in social skills, only certain basic social skills (increased eye contact and head movement and decreased fiddling) discriminated between treatment and control groups.

Dorm Effect

The evaluation of the effectiveness of the Social Skills Training Program is also qualified by the dorm effect which indicated significant differences between Dorms 1 and 2. Examination of the means showed that, Dorm 1 contained a control group that generally scored higher at pretest than the treatment groups in Dorm 1 as well as scoring higher than the control and treatment groups in Dorm 2 at pretest. A speculation about the unusually high pretest scores of a particular control group is that random selection of wards for this study may not have been sufficient to ensure equal pretest skill levels in treatment and control groups. That is, the pool of participants that were selected for this study were not selected on the basis of need or social skill deficits as in other studies (Gibbs et al., 1984; Snyder, 1979; Spence & Marziller, 1981).

Instead, this study was based on the assumption that juvenile delinquents as a population were deficit in social skills and problem solving skills (Freeman et al., 1978; Gaffney & McFall, 1981; Platt et al., 1973; Platt et al., 1974; Spivack & Levine, 1963). Thus, the high pretest scores of a particular control group, and in some cases high pretest scores of treatment groups, would suggest that some wards were efficient and knowledgeable in competently responding to problem situations prior to this study.

Treatment groups in Dorm 1 did improve from pre to posttest, however, they did not surpass the already high scores of the control group in Dorm 1. The effectiveness of the treatment program in Dorm 2 appeared to be random. That is, on some measures the peer group scores increased and surpassed the control group at posttest and on other measures the adult group showed improvement over the peer and control groups. In other cases in Dorm 1, peer, adult, and control groups did not differ from one another.

Given the inconsistencies between the dorms, variables that would account for differences between the dorms are difficult to identify. It is possible that the difference among individual wards was greater than the difference among mean scores representing groups of wards. This conclusion is supported by Spence & Marziller (1981). The results of their

single-case studies clearly showed variation among treatment subjects in their response to learning individual skills. Certain skills were found to be harder to train than others. For instance attention feedback responses (verbal responses made during listening) were most difficult to train. With the exception of Spence and Marziller's study, research has not accounted for possible individual differences among juvenile delinquents or for personalities that an individual residential unit may acquire.

In sum, the dorm effect in this study underscores how difficult it is to develop a social skills training program to meet the needs of all juvenile delinquents.

Generalization

Generalization of social skills did not occur with the control groups that were exposed to treatment groups. However residential staff reported anecdotes where control wards were given information regarding the Social Skill Training Program. For instance, it was observed that control wards would often ask a treatment ward to describe their meetings with the "college students." Additionally, counselors observed that treatment wards would use specific social skills on the dorm. For example, "You should see yourself, you walk like you're going to bulldoze somebody down!" or "Hey cool it! You better think of a better way to take care of that situation!" Counselors reported that

sometimes social skills components would be used in a chiding manner. For example, "Remember your steps, you're not supposed to put me down." Hence counselors' verbal reports indicated that some control wards either received descriptive information about the Social Skill Training Program or observed the skills being used. However, the information they received was limited. Control wards did not have information including why it would be important for them to use these skills and how they could benefit from using different types of social skills in problem situations. Additionally control wards may have been envious of treatment participants in that treatment wards could leave the dorm for a special project and return with candy, soda, or cigarettes, whereas the control wards could not. Hence, control wards may not have been enthused about talking with their treatment peers.

Peer Trainers

This study revealed no differences between trainers in teaching the Social Skill Training Program, thus indicating that peer trainers are as competent as adult trainers in implementing social skills training. These findings support other peer vs. adult trainer research (Guralnick, 1976; Redd, 1970; Strain et al., 1976). However since systematic investigations of peer training effects have occurred primarily in academic settings, this study provides new empirical evidence that youths in a

delinquent population are a valuable resource for teaching social skills to their peers.

In summary, the Social Skills Training Program was somewhat successful in that the social behavior for some wards improved. Additionally, the study presented evidence suggesting that peer trainers are valuable social skill teachers.

In order to enhance the effects of this program, greater rehearsal time should be allotted for social skill components which are not repeatedly presented in all sessions. That is, instead of one session each for Responding to Feelings, Expressing Feelings and Dissatisfactions, Assessing Personal Effect on Others, and Resolving Problems and Conflicts, two, three, or more sessions for each of these components may be necessary for skill acquisition.

Changes in the dependent measures are recommended to better detect possible effects of the Social Skills Training Program. The Adolescent Problem Inventory should remain in the assessment package since this measure accounted most for differences between groups and is the best validated measure in this study.

The Alternatives Test did not contribute to accounting for differences between treatment and control groups. This interpersonal cognitive problem solving measure may not be appropriate for the age of participants in this study. That is, past research appears to indicate that alternate solution thinking may be the most valid differentiator of levels of

behavioral adjustment in middle childhood and means end problem solving the best in adolescence (Richard & Dodge, 1982; Platt et al., 1973; Platt et al., 1974). Thus it is suggested to replace the Alternatives Test with the Means End Problem Solving Test (Shure & Spivack, 1972) where the participant is presented with a problem situation and a resolution of the problem. He or she is then asked to describe means that would lead them to the given resolution.

The staff ratings did not contribute to accounting for differences between treatment and control groups and the extent of staff bias toward wards is unclear. Additionally, as with past research (Spence & Marziller, 1981) agreement between two staff regarding one ward was questionable. Thus, it is suggested that the Staff Rating be eliminated from the analyses. However, assessment of wards' behavior in their residential setting is still an important issue. Therefore, an assessment measuring specific behavior on the dorm is recommended. For instance in this institution daily behavior records are maintained for each ward. The records consisted of frequency counts of negative behavior; e.g., assault on staff or other ward, refusal to do chores, breaking rules, etc. Additionally, the ward's progress or progression through a 4-Phase program was documented. The highest phase level indicated that the ward had maintained a low level of negative behavior for a specified period of time and that the ward was working to obtain his dorm goals. Thus

this information could be used to document behavior in a residential setting.

It is suggested that the Extended Interaction Test remain in the assessment package as a behavioral measure. However improvements are suggested to enhance detection of behavior change. The author as the antagonist for all situations may not have elicited realistic or honest responses from the wards. That is, the ward's may have acted in a more polite or quiet manner, due to the author being a female not representing an authority figure in the institution. A peer antagonist as well as an adult antagonist (for problem situations with adults) may elicit a more honest response from the wards. Additionally, rather than having wards remain seated during vignettes wards may be more likely to exhibit basic social skills (eye contact, body movement) if they are encouraged to sit, stand, or otherwise act in whatever manner is necessary to portray their message. Lastly, rating behavior during role-play rather than videotaping vignettes for later scoring may be less obtrusive for the wards. Also, wards would be better able to move and interact with the antagonist without the confines of the scope of video equipment.

It is recommended that a step be taken to increase the possibility of generalization of social skills across settings (from class to dorm to school). Since peer reinforcement is powerful factor in influencing delinquents' behavior (Davis & Kandel, 1981; Duncan et al., 1968; Hollingshead, 1975; Horowitz,

1962; Patterson & Anderson, 1964; Picou & Carter, 1976; Reitzes & Mutran, 1980), it is recommended that the peer trainers live in the same dorm as their trainees rather than living apart from them.

Lastly, it is recommended that wards be selected to participate (control and treatment) on the basis of need rather than random selection. Determining need could be based on staff evidence of conflicts with peers (bullying or being bullied) or adults in addition to failure to progress in personal and dorm goals.

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Appendix A
Social Skill Training Manual

Guidelines to Session One:

Introduction to the Program

- I. Introduce yourself.
- II. Description of the program.
 - A. Purpose of the social skills program.
 - B. Ask participants to describe problem situations in the dormitory or on the street.
 - C. Inform them that they will be working with situations that they have already described.
 - D. Number and length of sessions (7 - 1 hour sessions).
 - E. Content of program.
 1. Inform participants of the title of each session:
 - (a) Communication through body language;
 - (b) Responding to feelings;
 - (c) Expressing feelings and dissatisfactions;
 - (d) Assessing personal effect on others;
 - (e) Resolving problems and conflicts;
 - (f) Review of all sessions.
 2. Inform participants that this program is to present them with an approach to handle situations that may be difficult for them to handle.
 - F. Procedure for learning.
 1. Inform participants that you will be talking about

different ways to handle difficult situations.

2. Inform participants that you will be showing them what these different approaches look like.
3. Inform participants that you will help them to practice these new approaches.
4. Inform participants that there will be homework assignments for each session.

III. Describe the incentive program.

IV. Take attendance and exchange checklists for reinforcers.

V. Inform participants of time and place of the next meeting.

Session One: Introduction to the Program

The trainer will introduce himself; for example, "My name is Lupo and I'm from (U.O.P. or Name of Dorm)." The trainer will ask the wards to introduce themselves. The trainer will then introduce the program by discussing the purpose of the program, the length of the program, duration of the meetings, skills to be presented, general procedures for learning the skills, and the incentive program for participating at each meeting. For example, "For about the next two weeks I'll be working with you. We'll be involved in a social skills training program. That means that you'll be looking at several different ways to handle situations that you may have had a hard time handling in the past (for example getting along with certain people) or situations that you predict will be hard to handle. For instance, what types of problem situations (or hassles) do you see around here? We'll be working with situations that you have already described on paper. We will meet seven more times for about an hour. Each time we meet, you will learn about a new way to deal with a problem. For instance, we'll be looking at how body language can be used to let people know how you are feeling, how to express your feelings, anger to others, how to assess what effect you have on others, and how to resolve problems and conflicts. You won't be given answers to problems.

Instead you'll learn how to approach problems so that they're not likely to occur in the future and so that you'll come out ahead. At our last meeting we'll try to combine everything that you have learned so that all of the skills can work together for you. As you learn about each social skill, I'll tell you some ways to do them, then I'll show you what each skill looks like. Next, we'll all practice using the social skills with each other by acting out different problem situations. At the end of every meeting you'll have a short assignment to do before the next meeting. The assignments will enable you to work on the skills that you've learned. Since we'll be spending quite a bit of time together, I'd like you to get credit for working in this program. At each meeting you will be able to earn cigarettes, soda, and candy bars for attendance, talking about your homework, using the social skills during each session, and for participating in activities at the end of each session. The amount and kinds of items you can earn are written on the board." The trainer will review the reinforcement menu with the wards. Next the trainer will hand wards their behavior checklist. "You will be given these checklists at the beginning of each session. Place a check mark beside each category as you qualify for that category. Today, each of you can check the first category which is attendance. The other categories

are homework, role-play, and activity."

The trainer will also place a () by wards' names indicating their presence at the meeting. He will also inform them that attendance will be taken at the start of each meeting. The trainer will then inform the participants of the time and place of the next meeting.

Guideline to Session Two:

Communication Through Body Language

- I. Materials Needed.
 - A. Cards for body positions. (See Figure 1 at end of session 2.)
 - B. Cards for facial expressions. (See Figures 1 at end of Session 2.)
 - C. Cards for eye contact. (See Figure 1 at end of Session 2.)
 - D. Cards for tone of voice. (See Figure 1 at end of Session 2.)
 - E. Body language checklists for trainers (See Figure 2 at end of Session 2).
- II. Introduction.
 - A. There are two types of communication: verbal and non-verbal.
 - B. Body language communicates messages to people.
 - C. Types of body language:
 - 1. Body position and gestures
 - 2. Facial expression
 - 3. Eye contact
 - 4. Tone of voice
- III. Communicating with Body Positions.

- A. Introduction: Tell them that they will be looking at how body positions can communicate different attitudes.
1. Pass out body positions cards to each participant.
 2. Instruct participants to take turns posing the attitude that is written on their card.
 3. Instruct participants to guess each others' attitude.
 4. Ask participants which body movements helped to portray the attitude.

B. Points to emphasize.

1. You can communicate your attitudes to people by your body language.
2. Demonstrate one example of body language; for instance, leaning forward and occasionally nodding may indicate that you are interested.
3. Other people can communicate their attitudes to you through their body language.

IV. Communicating with Facial Expression.

- A. Introduction: Tell them that they will be looking how different facial expressions can give messages.
1. Pass out facial expression cards to each participant.
 2. Instruct participants to take turns making faces

that describe the attitude written on their cards.

3. Instruct participants to guess each others' attitude.
4. Ask participants which parts of the face helped to portray the attitude.

B. Points to emphasize.

1. Your facial expression can communicate your attitude.
2. Trainer will role-play with one participant using the counselor example on page ____.
3. If you want to show a person that you are interested or care about what they are saying, then your facial expression should match the attitude of the speaker.
4. Trainer will role-play with one participant using the situation on page ____.

V. Communicating with Eye Contact.

- A. Introduction: Eye contact can help to communicate your attitude.
1. Trainer will model an example of how eye contact can portray an attitude; for instance, lack of self confidence.
 2. Ask participants to identify the attitude that

you have just modeled.

3. Participants divide into pairs.
4. Instruct participants to take turns showing self-confidence while talking about family, friends, or interests.

B. Points to emphasize.

1. Eye contact can communicate your attitude to others.
2. Others can communicate their attitude to you through eye contact.
3. Have participants divide into pairs.
4. Pass out eye contact cards to each participant.
5. Instruct participants to take turns as a listener and as a talker.
6. The talker will talk about family, friends, or interests.
7. The listener will act out the attitude that is written on his card.
8. The talker will identify the attitude of the listener.

VI. Communicating with Tone of Voice.

- A. Introduction: You can give messages and receive messages from the sound or volume of voices.

1. Ask participants the definition of "tone of voice."
2. Help them to describe what "tone of voice" means.
3. Have each participant say, "You're really something" in different tones on voice that you suggest.
4. Pass out tone of voice cards to each participant.
5. Each participant will say, "I'd really like to go" according to the tone of voice listed on the card.
6. Have participants identify each others' tone of voice.

B. Points to emphasize

1. Different tones of voice give different meanings to what you say.
2. You can understand the meaning of someone else's message by the tone of their voice.
3. Your tone of voice should match the intent of your message.

VII. Activity

A. Explain the role-play procedures.

1. Trainer will choose a situation from the inventory.

2. Participants will take turns being a complainer, a listener, and an observer.
3. Pass out body language cards to each participant.
4. Trainer will describe a situation and the complainer and the listener will act out the situation.
5. As the complainer talks the listener will act out the attitude listed on the card.
6. After the role-play, the observers will identify the listener's attitude as well as which Body Language Components helped to portray their message.
7. Each participant should have one turn to be the observer, complainer, and listener.

VIII. End of Session Two.

- A. Homework assignment.
- B. Inform participants of next meeting time.
- C. Exchange checklists for reinforcers.

Session Two: Communication Through Body Language EffectivelyGeneral Introduction for the Trainer.

"There are two ways that you can communicate your feelings or attitudes. One way would be to talk or actually tell a person what you are thinking. A second form of communication does not include talking. It involves body language. During this meeting we are going to look at how our body language can communicate certain messages to people. Body language refers to the way you stand when talking, the expression on your face or the different tones of voice you use. The way a person holds their body communicates something about their attitude; for instance if you have a smile on your face and roll your eyes, your non-verbal communication that you are seriously listening to your counselor will not be convincing. The important elements of body language are: a) a body position and gestures; b) facial expressions; c) eye contact; and d) tone of voice."

Step I: Communicating with Body Positions:Trainer introduction.

"First we're going to look at body positions that communicate different attitudes; for instance shy, angry, self-confident, or nervous." The trainer will then give out one card to each participant. One word, describing an attitude or feeling, will be written on each card. "I'd like each of you

to pose in a way that describes the word on your card. Remember, try to communicate your feeling by using only your body position and not facial expression or eye contact." Each participant will be asked to pose separately. As each participant portrays a feeling, the trainer will ask the other three participants to guess which feeling is being demonstrated. In addition, the trainer will ask the participants to identify which body movements helped to portray each attitude. After each participant has demonstrated a feeling, the trainer will ask the group to volunteer other attitudes that could be communicated through body positions.

Points to emphasize.

1. Your body position can communicate your attitude.
If you want to stress a point, you can take advantage of using body language that would match your feelings. For instance, if you were interested in what another person is saying, you may let them know by leaning forward or occasionally nodding." The trainer will demonstrate these behaviors as he is talking.
2. "It is also important to recognize what other people may be trying to communicate to you through their own body language. For instance, you may be able to tell when someone is angry with you just by the way they

walk up to you."

Step II: Communicating with Facial Expression:

Trainer introduction.

"Next, we're going to look at another part of body language. That is, facial expressions. I want to see if you can give other people a message just by your facial expression. I also want to see if you can read messages from others' facial expression." Cards will be given out to the participants. Each participant will be requested to portray the facial expression that is indicated on their card; e.g., you're mad, you're bored, you don't care, or you like something. The group will be asked to identify each of the facial expressions in addition to identifying which facial movements helped to portray the attitude.

Points to emphasize.

1. "Your facial expressions communicate what you are feeling. For instance, a smile might indicate that you like someone or like an idea. On the other hand you might smile in order to provoke someone; for instance you might smile when someone is talking to you seriously." The trainer will ask a participant to act as a counselor while the trainer acts as a ward. The counselor-role will lecture the trainee-role about

failing his contract. The trainer will demonstrate an indifferent attitude by remaining expressionless and by occasionally smiling.

2. "As with body position, you can stress a point by using facial expression that matches your feeling or attitude."
3. "If you want to communicate to another person (through facial expression) that you understand his/her feelings or that you are interested in what they are saying, then your facial expression should match the feelings or attitude of their message." The trainer and a participant will model a situation where an individual is being reprimanded by a parent. The instructor will model a child's facial expression that would indicate sincere apology or acknowledgement of the other's feelings; for instance a sympathetic smile.

Step III: Communicating with Eye Contact:

Trainer introduction.

"Eye contact is also important in any communication. You may have noticed that eyes were a strong indication of a particular attitude when we worked with facial expressions. Failure to look at the person you're talking with communicates a lack of self-confidence. The contact should not be a stare

or glazed look but a comfortable, direct look with occasional glances away. Now we're going to take turns looking at each other with different types of eye contact. For instance, what would I be communicating if I looked like "this" while you were talking to me?" (e.g., staring into distance with a bored expression). The trainer will then request each of the participants to demonstrate eye contact that portrays self-confidence. Participants will be divided into groups of two. Each will have one opportunity to talk to a listener, for approximately two minutes, about interests, family, or goals.

Points to emphasize.

1. Eye contact, like body position and facial expression, can communicate to others how you are feeling or what attitude you have."
2. "Remember to look at the kind of eye contact of the person talking to you. You may be able to tell whether they are afraid to talk to you, whether they feel comfortable in talking with you, whether they are interested in talking with you, or whether they are preoccupied and don't want to listen to you. Let's practice giving and receiving messages with our eyes." After participants have divided into pairs, each will be given a description

card. Each will have an opportunity to act as a listener (who will give a message using eye contact) as well as a talker (who will identify the message given). Participants will be instructed to talk about friends, interests, or goals for approximately two minutes.

Step IV: Communicating With Tone of Voice:

Trainer introduction.

"Finally, we're going to look at tone of voice and how you can communicate your feelings or attitudes by using your voice. And also how you can read attitude messages from others' tone of voice. What is meant by tone of voice?" (For trainer's reference: the sound of your voice; e.g., sound that portrays anger, hate, or positive feelings. Also, tone may refer to the volume or loudness of voice.) "How might a different tone of voice change this statement?" "You're really something." Participants will be asked to practice saying this sentence in varying tones of voice; e.g., sarcastic, complaining, enthusiastic, or angry. Participants will be given description cards. The statement, "I'd really like to go," will be practiced in different tones on voice. Each will make the statement according to the description word on their card. The others will be asked to identify the tone of voice presented.

Points to emphasize.

1. "Different tones of voice give different meanings to what you say."
2. "You may be able to understand the meaning of someone's message by the tone of their voice. For instance, you might be able to tell if they mean what they say or if they are kidding."

Activity.

"Now, we're going to put all of these behaviors together and practice them at the same time." Each participant will be asked to observe one participant talk to another. A different situation from the inventory will be described to each dyad. One participant will serve as a listener and one participant will serve as the talker or complainer while the remaining two participants act as observers. The listener will be given a description card as to the particular attitude to portray. Description cards will be randomly drawn from all of the body language components. Role-play situations will last approximately two minutes. After each role-play situation, the two observers will identify the attitude that best describes that of the listener. In addition the observers will describe which body language components helped to portray the listener's message. The observers will compare their perceived attitudes

with the card given to the listener.

Homework.

"I'd like all of you to practice being aware of how you use body language to communicate a message as well as how others use body language to give you a message. At our next meeting I'd like each of you to talk about one situation where you noticed your body language or where you purposefully used body language to help get your message across. Also I'd like you to tell all of us about one situation where you noticed how someone else used body language to help get their message to you."

<u>Body Position</u>	<u>Facial Expression</u>
Shy - not confident	Bored
Self-confident	Angry
Angry	Happy
Nervous	Scared

<u>Eye Contact</u>	<u>Tone of Voice</u>
Interested	Angry
Bored	Excited
Angry	No Feeling
Not Self-Confident	Sarcastic

Figure 1. Body Language cards used during role-play.

1. Use during the role-play for each Body Language component.

Participant's	Used the following to	Correctly identified
Name	express himself.	an attitude for each
		body component.

<input type="checkbox"/>	Body Position
<input type="checkbox"/>	Facial Expression
<input type="checkbox"/>	Eye Contact
<input type="checkbox"/>	Tone of Voice

<input type="checkbox"/>	Body Position
<input type="checkbox"/>	Facial Expression
<input type="checkbox"/>	Eye Contact
<input type="checkbox"/>	Tone of Voice

<input type="checkbox"/>	Body Position
<input type="checkbox"/>	Facial Expression
<input type="checkbox"/>	Eye Contact
<input type="checkbox"/>	Tone of Voice

____ Body Position
____ Facial Expression
____ Eye Contact
____ Tone of Voice

Figure 2. Skill Step Checklist for trainer use during Session

2.

Guideline to Session Three:

Responding to Feelings

- I. Materials needed.
 - A. Trainers' checklist for role-play (See Figure 3 at end of Session 4.)
- II. Review of Session Two and Homework
 - A. Different types of body language communicate different messages.
 - B. Trainer ask participants to report their homework
- III. Introduction to Session Three.
 - A. Purpose of Session Three is to learn how to respond to another person so that they feel you understand their feelings.
 - B. Ask questions on page _____.
- IV. Points to Emphasize. (See page _____.)
- V. Skill Steps.
 - A. Listen.
 - B. Decide on the other person's feelings.
 - C. Make a response that includes both the content and feeling of the other person. Do not tell the other person how he is feeling.
- VI. Role-Play
 - A. Model the two examples given on page _____.

B. Discussion of the model.

1. Emphasize the strategy of your response to the example situation (why you responded the way you did).

C. Role-play

1. Remind participants of the three skill steps.
2. Each participant will act as a complainer, a listener, and an observer.
3. Describe a situation from the inventory (Each person act out a different situation).

D. Feedback

1. Ask the group if the listener demonstrated that he was trying to understand the other's feelings.
2. Ask the group which body language helped to portray the message.

VII. Activity.

- A. Divide participants into pairs.
- B. Instruct participants to think of their own situation of feeling anger, jealousy, happiness, etc. and to act the situation out to their partner (listener).
- C. The listener will respond to the speaker's feelings.
- D. The complainer gives feedback to the listener.

VIII. Homework Assignment.

A. To practice skill steps before the next meeting.

IX. End of Session Three.

A. Remind participants of next meeting time.

B. Exchange checklist for reinforcers.

Session Three: Responding to Feelings

Review of Session Two.

"Remember, in our last meeting we talked about body position, facial expressions, eye contact, and tone of voice. Each can communicate messages of how you're feeling or what you are thinking. You also learned to identify attitudes coming from other peoples' body language. Let's review our homework." The trainer will ask participants to describe a situation where they used body language components to communicate a message. In addition, the trainer will ask participants to describe how others used body language to communicate a message to them. "We will be practicing these components of body language throughout all of our sessions."

Objective for Session III.

1. Each participant will be able to respond to the expressed or implied feeling of another subject by demonstrating three skill steps in at least one role-play situation.

Introduction for the Trainer.

Listening is an important skill, but even more important is the ability to respond to the feelings of another person. While listening involves hearing the content of a statement, responding to feelings requires that the person hear the content of what the other person said as well as the feelings, which

may be implied. Responding to feelings lets the other person know that you hear what he's saying and that you understand him.

Questions asked by the trainer.

1. How many of you have felt that others didn't understand you?
2. What did they say or do that made you feel like you weren't being understood?
3. What did you say or do when this person(s) acted this way?
4. The trainer will choose one of the examples just presented by the subject. The trainer will then make a response to the example that includes the content and implied feelings of the participant. The trainer will then ask the participant how he would feel if he had heard that response (empathetic) instead of the original response.

Points to Emphasize.

1. When we really listen to the feelings of another person, we show that we understand what that person is feeling.
2. Being able to understand another's thoughts or feelings can be important in making and keeping friends.
3. If a person is angry with you, you can let them know

that you're trying to understand their feelings.

However, this may be the most difficult situation in which to be understanding because your first reaction to a person who is angry with you, will probably be to get angry with him/her.

4. You need to make a decision as to whether you would want to settle the conflict by showing the person that you understand his feelings. Then perhaps you could offer an explanation for the action that made the other person angry at you. Finally, you may want to apologize. A person may stay mad at you even when you try to understand his feelings, apologize, and promise to make a change. Give yourself credit for trying. Sometimes people won't listen to anything you want to say and you may be better off to walk away from the angry person.
5. If you want to let someone know that you are trying to understand their feelings, then your body language should match your intent to be understanding, for instance, a concerned facial expression, a soft tone of voice, or maybe a pat on the back.

Skill Steps.

These steps are important when responding to another's feelings.

1. Listen to what the other person says.
2. Decide how he or she is feeling.
3. Make a response that includes both the content and feeling of the other person's message. When making a statement about another's feelings, don't tell them how they feel (e.g., "You're mad"). Be less definite (e.g., "You seem mad" or "It sounds like you're upset").

Role-Play.

- A. Modeling. The trainer will demonstrate two examples of empathetically responding to another's feelings. Modeling will consist of the trainer making a response that includes the content and implied feeling of the participant. The trainer will request a volunteer for each example. The volunteer participant will be asked to act out the situation given in the examples. The trainer will make an empathetic response toward the subject.

Example 1: "I'm really sick of the things Tony says to me! He's always trying to get me into trouble!"

Response: "You sound really mad that Tony is saying things to get you into trouble."

Example 2: Someone approaches you and says, "You jerk! You took my radio without asking me first!"

Response: "I'm sorry I took your radio without asking. I can see that what I did seemed to make you angry. I won't borrow anything more of yours without asking you."

OR

Response: "You sound pissed that I took your radio without asking you first. I'm sorry, I couldn't find you when I needed it. I didn't think you'd mind. Next time I'll be sure to ask you before I borrow it."

- B. Discussion. The trainer will then emphasize the skill steps included in his response; e.g., "I listen to what (ward's name) said. I thought about what he was feeling. It seemed like he was mad or disgusted. I then made a statement that included the person's feeling and what made him feel that way. In the second example, I apologize and let him know that I would change by asking permission to borrow property

rather than taking it." The trainer will ask the participants to each give their own example of how they might respond to each of the examples.

- C. Role-play. Now we will practice listening and responding to each other's feelings. Remember the three steps: a) listen to what the person says; b) decide how he might be feeling and c) make a response that includes the feeling that the other person may have and the content of what they said. Remember, don't tell a person how he feels. Be less definite. The wards will each have one opportunity to practice an empathetic response. Each ward will act as a complainer, a listener, and an observer. Situations for role-play will randomly be chosen from the Situation Inventory. The trainer will use the skill checklist for Session Three as each ward demonstrates the skill steps.
- D. Feedback. After each role-play the trainer will ask the group if the listener responded to the other's feelings in a way that demonstrated he was trying to understand how the other person felt. Participants will also be asked to identify the body language that helped to portray the empathetic message.

Activity.

Participants will be divided into two teams (two persons on each team). Participants will be instructed to think of some moment when they have had a strong emotion (e.g., happiness, hurt, jealousy, disappointment). Participants will take turns in describing and acting out their emotions as well as responding empathetically to the emotions that have been wards not involved in a role-play will act as observers. After each role-play, the complainer will discuss the effect the listener's response had on him. In addition, the observer will give the listener feedback on his response (e.g., whether skill steps were used, whether listener seemed sensitive to the complainer's feelings, and other possible responses to complainer's feelings. Each of the four participants should have at least one opportunity to participate as a complainer, listener, and an observer.

Homework

Wards will be instructed to use skill steps for Session 3 before the next meeting. Your homework for our next meeting is to practice responding to another's feelings when a person approaches you with a problem (e.g., angry at you or upset about a personal problem) or good news. You could also approach another person if you notice that they are upset and not talking to others about their problem. Remember to notice how the other

person responds toward you after you have responded to their feelings.

Trainer Checklist: Session 3

1. Use during Role-Play
2. Must use the following 3 steps.

Name	<u>Listened</u> (included	Response included an	Response included <u>content</u>
of	Correct body language	<u>Accurate identification</u>	<u>of other's feelings</u> ; such
Participant	for showing interest such	<u>of the others feelings</u>	as, you seem angry
	as; body position or eye	<u>such as, you seem</u>	because <u>you can't go to</u>
	contact.)	angry.	the game.

Figure 3. Skill step checklist for trainer, use during Session 3.

Guideline to Session Four:

Expressing Feelings and Dissatisfactions

I. Materials Needed:

- A. "I" message cards for activity. (See Figure 4 of end of Session 4.)
- B. Trainer's checklist for role-play. (See Figures at end of Session 4.)

II. Review of Session Three and Homework

- A. Good listening shows that you are trying to understand another's feelings.
- B. You can try to understand another's feelings even if they are mad at you. This can be hard because you may want to fight.
- C. Decide whether you want to settle the conflict without a lot of trouble.
- D. Offer an explanation for the action that made the other person angry at you. Try to apologize and perhaps make a change.
- E. Your explanations and apologies may not always work. You may need to walk away to avoid further trouble.
- F. Your body language should match the intent of your message.

G. Review homework.

III. Introduction to Session Four.

- A. People often let others know when they don't like something by yelling or fighting. You can easily get into trouble by putting someone down.
- B. It is important to learn how to express feelings of anger and frustration without putting someone down.

IV. Questions to Ask. (See page _____.)

V. Points to Emphasize.

- A. You can express anger or frustration without putting someone down.
- B. You can express anger through "I messages" that include three parts:
 - 1. feeling that you experience
 - 2. behavior that you are unhappy with
 - 3. concrete effect the behavior has on you.
 - 4. request change.
- C. If you express yourself this way, people are more likely to listen to you.
- D. Body language should match the intent of your message.
 - 1. Trainer give an example of an unmatched intent/impact message (See page ____).
 - 2. Trainer give an example of a matched intent/impact

message (See page ____).

VI. Skill Steps.

- A. Tune in to the feelings that you are having.
- B. Decide what made you feel that way.
- C. Decide whether you want to tell the other person.
- D. If so, use an "I message".
 - 1. State the behavior you are unhappy with.
 - 2. State the feeling you experience.
 - 3. State the concrete effect the behavior has on you.
- E. Try to match body language with the intent of what you are saying.

VII. Role-play.

- A. Trainer model two examples given on page ____.
- B. Discussion of the model.
 - 1. Ask participants to identify the steps used in the model in order to express feelings.
 - 2. Ask participants to evaluate your body language.
For example, did you seem to give your message without showing that you wanted to fight?
- C. Role-play
 - 1. Remind participants of the four steps.
 - 2. Instruct the participants to think out loud before

making a statement.

3. Each participant will act as one who expresses feelings and a listener who receives the expression of anger or frustration.
4. Describe a situation from the inventory. Each person will act out a different situation.
5. Trainers rate participants use checklists as wards demonstrate skill steps.
6. Each participant should have a chance to act out a situation.

D. Feedback (Ask questions on page ____).

VIII. Activity.

- A. Divide participants into pairs.
- B. Pass out "I message" cards.
- C. Partners will take turns drawing an "I message" card in order to act out a particular "I message".

IX. Homework Assignment.

- A. Describe the assignment to the participants (page ____).

X. End of Session Four.

- A. Remind participants of next meeting time.
- B. Exchange checklists for reinforcers.

Session Four: Expressing Feelings and DissatisfactionsReview from Session Three.

In our last session we talked about responding to others' feelings. What do you need to do in order to let someone know that you understand how they feel?

1. Listening shows that you are trying to understand another's feelings.
2. You can try to understand another's feelings even if they are made at you. This can be hard because you may want to fight.
3. Decide whether you want to settle the conflict without a lot of trouble.
4. Offer an explanation for the action that made the other person angry at you. Try to apologize and perhaps make a change. Your explanations may not always work. You may need to walk away to avoid further trouble.
5. Your body language should match the intent of your message.

Let's look at our homework. The wards will be requested to relate one instance in which they had empathetically responded to another.

Objective for Session Four.

1. Each ward will be able to express dissatisfaction to others without putting them down in at least one role-play situation.

Introduction for the Trainer.

In any relationship or friendship, there are times when one person gets angry at the other, gets hurt, or does not like the behavior of the other person. In these instances, the person is angry and may feel like "getting even" or "putting down" the other person. You might do this by calling someone a name, making false accusations, or getting in a fight. The actions may often result in loss of a friend, getting hurt, or getting into trouble.

When we are dissatisfied with others or don't like what they do to us, we should let them know what they are doing and how it effects us. It is important to learn how to express our anger or frustration to others without turning them off.

Questions Asked by the Trainer.

1. How do you let people know when you are upset with them?
2. What happens when you let them know you are upset? How does the other person react?
3. How do you react when someone puts you down? The trainer will address these questions to the group.

Trainers will request responses from specific wards if ward's do not respond to questions.

Points to Emphasize.

1. It is important to be able to express anger or frustration to others without putting them down.
2. The best way to express these feelings is to let the other person know what he/she is doing, and how it affects you.
3. You can express anger through "I messages," which contain three parts: (a) the behavior you're unhappy with; (b) the type of feeling that you experience; and (c) the effect the behavior has on you. You may also add a fourth factor: what you would like the person to do (now or in the future).
4. If you express anger this way, people may be more likely to try to understand your feelings and respond to them in an understanding way. Remember our last session? It's difficult not to react negatively when someone expresses anger by yelling at you.
5. And again, your body language should match the intent of your message. For instance, if you want to talk to someone but don't want to show anger, you wouldn't walk up to them, grab their shirts, pull them toward

you, glare at them, clench your teeth, and calmly say, "I don't like it when you take things out of my locker, I feel used." You've included all of the components to expressing yourself, but your behavior might indicate that you want to fight or you may get into trouble with your counselor. Behavior that would match an intent to simply express how you feel might include, confident body position and eye contact, not standing close to the other person, and a firm tone of voice without the clenched teeth.

Skill Steps.

1. Tune-in to the feelings you're having.
2. Decide what made you feel that way.
3. Decide whether you want to tell the other person.
4. If you want to express dissatisfaction with the other person, use an "I message." Include the behavior you don't like, the feelings it produces in you, and the concrete effect the behavior has on you.
5. Try to match your body language with what you are saying.

Role-play.

- A. Modeling. The trainer will demonstrate two examples of expressing his feelings.

- Example 1: A trainee (Larry) tells a counselor something about you that you don't like. My first step would be to think about how I felt. I feel very angry. Next, I'd ask myself, "Why do I feel that way? I feel mad because it's not cool for people to rat on each other around here. Do I want to let Larry know that I don't like what he did? Yes, this is important to me." This is what I might say to Larry, "I'm mad at you (I message with a feeling) because you told the counselor I left a cigarette butt on the floor (behavior you didn't like). I received a dock!" (Effect the behavior had on you).
- Example 2: Your friend (Tony) borrows a tape of yours and returns it with the tape in a tangled mess. He doesn't apologize. Before I go wreck something of his I think about my feelings. Yes, I'm mad. Why? I'm mad because he didn't let me know the tape was messed up and

because he didn't care that he messed up my tape. Maybe if he apologized or offered to pay me back, I wouldn't mind so much. I'm going to tell him because I want him to pay me back. I might say. "Hey, Tony! I'm pissed that my tape is messed up (I message with feeling and behavior you didn't like). Now I can't play it when I want (effect the behavior has on you). I'd like you to give me the money for a new tape" (suggest a change).

- B. Discussion. Each example will be discussed in that trainers will ask the participants to identify each of the skill steps covered in the examples. The trainer will also ask the participants to evaluate the intent of this body language.
- C. Role-play. Now we will practice expressing our feelings when someone says or does something that we don't like. Remember the four steps (trainer will review the steps). Try talking out your thoughts, like I did, before you make a statement. The four participants will each have one opportunity to

practice expressing anger or frustration. Each participant will act as the recipient of another's dissatisfaction. The trainer will randomly select situations from the Situation Inventory for each role-play trial. The complainer will be briefed on the problem situation by the trainee. Wards will be asked to volunteer to act as the complainer, listener, and observer.

D. Feedback. After each role-play situation the trainer will ask the following questions:

1. Did (participant's name) without turning him off or putting him down?
2. Is (the recipient's name) likely to change his behavior?
3. Did the body language match the intent of the message?
4. For each situation, "In this situation would you want to give a double message? By that I mean, you may want to express yourself clearly but do you also want to demonstrate through your body language that you are angry?"

Activity.

Next, you're going to rate each other on how you respond

to situations." Participants will be divided into two teams (two persons to each team). Team members will alternate in drawing cards and giving an "I message" for the situation given on the card. After a participant has given an "I message", his partner will identify which skill steps were used and discuss whether he felt put-down or felt like fighting with the person expressing his anger. The listener will also identify the kind of body language used by the complainer (e.g., hostile, sincere but non-fighting).

Homework.

For your next homework assignment, you are to practice using the skill steps for Session Four. Handle a problem situation with another by approaching that person and expressing your anger without putting him/her down. The problem situation could be one that has been occurring and you have not dealt with this problem by using the four skill steps or a new situation that occurs between now and the next meeting. If you do not have a problem situation with another person, then report a problem that you have observed another person having. Describe how you would use the skill steps to handle that problem. Remember to notice how the person you are talking to reacts to you when you express anger or frustration.

A ward who is also a friend borrows one of your schoolbooks because he lost his. You get into trouble with the teacher because you didn't bring your book to class.

You've let your friend borrow your tapes many times. He just got a new tape that you like but he won't let you borrow the tape.

A ward calls you a name that you don't like.

A ward playfully pulls on a new shirt your parents gave you and rips it.

Figure 4. Situations printed on cards for activity in Session

4. Wards used these situations to practice "I" messages.

Trainer Checklist: Session 4

Trainer Name: _____

1. Use during Role-Play.
2. Must use the following 5 skill steps.

Name	Used an <u>"I</u>	Stated <u>behavior</u>	Stated <u>feeling</u>	<u>Effect</u> behavior	<u>Request</u> for
of	<u>Message,"</u> :	<u>he was unhappy</u>	<u>he experienced</u> :	<u>has on you</u> :	change:
Parti-	"I don't like	<u>with</u> : when	I get angry	Because I can't	Don't do it again
cipant		you use my tapes		use my own music	

Figure 5. Trainer skill step checklist for Trainers Use after Session 4

Session Five: Assessing Personal Effect on OthersI. Materials Needed.

- A. Cards with "intent messages" for Activity One. (See Figure 6 at end of Session 5.)
- B. Cards with "impact messages" for Activity One and Two.
- C. Cards with "mixed messages" for Activity Two. (See Figure 7 at end of session 5.)
- D. Trainer's checklist for role-play. (See Figure 8 at end of Session 5.)

II. Review for Session Four

- A. Steps for expressing our feelings of anger and frustration:
 - 1. Tune into your feelings.
 - 2. Decide what is making you feel this way.
 - 3. If you decide to express your feelings, use an "I message".
 - 4. Include the feeling that you experience.
 - 5. Include the feeling that you experience.
 - 6. Include the effect the behavior you are unhappy with.
 - 7. Ask for a change.
- B. Body language should match the intent of your message.
- C. Ask about homework.

III. Introduction for Session Five

- A. Important to recognize that your body language has an effect on other people.
- B. Important to look at body language messages sent by other people.
- C. Purpose of this session is to look at whether body language is received by others the way you intend it to be received.

IV. Questions to Ask. (See page ____ of manual).

V. Points to emphasize.

- A. Important to put yourself in the role of the other person and see how you are coming across.
- B. Look at the person's body language to see how you are coming across to them.

VI. Skill Steps

- A. Talk with the other person.
- B. Look for body cues.
- C. Decide how you're coming across to the other person.
- D. Are you coming across the way that you intend to?
- E. Ask the other person what they thought you meant if there seems to be a misunderstanding.
- F. If the person misunderstood you, tell them what you meant.

- G. Try a new approach so that you are better understood.

VII. Role-play.

- A. Model three examples on page ____.
- B. Discuss the model by asking questions on page ____.
- C. Role-play.
 - 1. Review the skill steps.
 - 2. Encourage participants to talk out the steps before making a statement.
 - 3. Ask for volunteers to act out body cues, assess body cues, and to be an observer.
 - 4. Pick a situation from the list.
 - 5. Each participant will have one opportunity to assess their effect on another person.
- D. Feedback
 - 1. How was behavior being interpreted by the listener?
 - 2. Did the participant change body language in order to change impact? How? Describe the body language used.

VIII. Activity One-Matching Intent with Impact

- A. Participants divide into two teams.
- B. Pass out "receiver" cards to one participant on each team (each participant should receive one packet of cards.)

- C. Pass out a "sender" card to one participant on each team (each of the two participants will get one card).
- D. Sender gives message indicated on his card.
- E. Receiver lays down card that describes the impact he felt from the sender's message.
- F. Participants compared intent/impact of their messages.
- G. Each participant will have one opportunity to act as sender and receiver.

IX. Activity Two-Mixed Messages

- A. Participants stay in teams.
- B. Pass out "receiver" cards (same as Activity 1) to one participant on each team.
- C. Pass out "sender" cards Activity 2 to one participant on each team.
- D. Sender gives message indicated on his card.
- E. Receiver lays down card that describes the impact he felt from the message.
- F. Discuss each example. How did body language distort the sender's message?
- G. Each participant will have one opportunity to act as sender and receiver.

X. Give Homework Assignment (page ____)

XI. End of Session Five

- A. Remind participants of next meeting time.
- B. Exchange checklists for reinforcers.

Session Five: Assessing Personal Effects of OthersReview from Session Four.

In our last session, we learned how to express our feelings of anger and frustration. What step(s) did we talk about in order to express our feelings without putting someone down? List 155a. Let's look at your homework. Each ward will be requested to talk about one incident in which they expressed their feelings in addition to stating the outcome of the situation. Ward's will be encouraged to add suggestions.

Objective for Session Five.

In at least one role-play situation, each ward will be able to:

1. Identify whether or not the impact of his message matches its intent.
2. Change his message or approach if it is not being accurately understood.

Introduction for the Trainer.

An important skill in communications is to recognize the effect you have on other people. This means that you are able to recognize cues sent by others; such as reading body language, the literal content of speech, or emotional aspects of speech. In addition, you need to be aware of how you are being perceived by others. It's difficult to see ourselves as others see us.

Some people are unaware of how they are coming across. Consequently, they present themselves in ways that are inappropriate or offensive to others. In this session we're going to try to look at how you might be perceived by the people you talk to and how to check that out. Also, we are going to look at whether or not the intent of your message is being received the way you want it to be.

Questions Asked by the Trainer.

1. Have you ever had what you thought was a good talk with a friend and then later found out that your friend was upset about what you said?
2. Have you ever tried to compliment someone but found that the other person took your statement as an insult?
3. Can you tell if someone likes you or wants to talk with you? How can you tell? Can you tell if someone does not like what you are saying? How can you tell?

The trainer will address these questions to the group in addition to asking them to describe a situation in their lives that is relevant to the question being asked.

Points to Emphasize.

1. It is important to put yourself in the role of the other person and see how you are coming across.
2. Check for cues in the other's behavior that tell you

how you are coming across. Look at their body language.

Skill Steps.

In order to assess how you are coming across to a person you need to:

1. Talk with the other person(s).
2. Look for body cues from the other person. Is he interested (e.g., sighing, looking away from you)?
3. Decide if you are coming across the way you intend to or the way that you want to come across.
4. If the effect is different from what you intended, decide whether you want to change the effect you are having. There may be times when you are aware that you are coming across negatively. However, you may choose not to change due to values that may be important to you. If you choose not to change your effect, then consider the consequences or cost of coming across as being negative. For instance, if you are mad because someone stole something of yours, you may intend to let the person know that you are mad by glaring at him, holding him down, or using an angry tone of voice. You may want the impact on the other person to be threatening. On the other hand, if you are just irritated because someone keeps using

something of yours without asking, you may want to let the other person know that you do not like what he is doing (your intent would be to convey irritation and change, not war). And you do not want him to take your message as a threat or as an invitation for a fight (impact).

5. If you want to change your effect, decide on a different approach. For instance if you can tell through the other's body language that you're not coming across the way you want to (your intent) then take a look at what your body language is saying. Decide whether you're standing too close, laughing at the wrong times, etc.
6. In order to help you change your impact, ask the other person what they heard you say or what they thought you meant.
7. You can even tell the other person what you had intended.
8. Try your new approach by using different body language.

Role-play.

- A. Model. The trainer will demonstrate three examples of being aware of how he comes across to a listener. The examples will contain three skits: In the first

skit the person is not aware of or ignores his effect on the listener. In the second and third skits the person is aware of his effect and tries to change his behavior. The trainer will ask for a volunteer to act as the listener. The volunteer-participant will be briefed as to the content of the situation and the body language that he is to use.

Example one: Bob is watching television when Richard walks up to him.

Richard: "Hey, did you hear about the basketball game I won for the team?"

Bob: (Rolling his eyes) "How could anyone miss it, you've told everyone!"

Richard: "You should have seen me, I saved the game!"

Bob: (Starts to walk away) "Good for you. I have to get to my chores now."

Example two: Bob is watching television when Richard walks up to him.

Richard: "Hey, did you hear about the basketball game I won for the team?"

Bob: (Rolling his eyes) "How could anyone miss it? You've told everyone."

Richard: (Notices that Bob does not want to hear

about the game and changes the subject to something of mutual interest.) "What's on the tube?"

Example three: Richard has been called in to talk to a counselor.

Counselor: (Impact of Richard's message - Counselor thinks Richard is joking with him and thinks Richard is lying.) "You better take this seriously. You're lying. Now tell me what's going on or I'll make it hard for you around here."

Richard: (Notices that the counselor does not understand that he's nervous. Richard lifts his head, looks at the counselor, and says in a louder more firm voice, "I didn't intend to make a joke out of this. I'm just nervous about being here. I really don't know what you're asking for.")

B. Discussion. After each example, the trainer will ask the following questions:

1. In each example, what body language cues were given to Richard to show him what impact he was having on his friends/counselor?
2. In example three, did Richard's intent match the impact he wanted to make on the counselor?
3. In examples two and three what did Richard do

so that the intent of his message would match its impact?

- C. Role-Play. "Now we will practice assessing how we come across to others. Remember, as you talk to a person, look for body cues such as bored, interested, etc. Decide whether the impact your having, matches the intent of your message. If the effect is different from what you intended decide whether or not you want to change it. Decide on a different approach and then try it. Try to talk out the steps before making a statement (like we did in the previous session)."
- The participants will have one opportunity to practice assessing their affect on one another. Each participant will practice identifying the impact of his message as well as practicing various body cues of a listener (e.g., bored, interested, angry). Situations for role-play will be selected from the situation inventory.
- D. Feedback. After each role-play situation, the trainer will ask the participants how their behavior was being interpreted by the listener. The listener role will discuss the impact he felt from the completion role. If the participant's (complainer) impact did not

originally match his intent, he will be asked to explain an approach to change his impact on the other person.

Activity 1.

"Now we're going to practice matching the intent of your message with the effect your message has on another person." The participants will pair off. One becomes the sender, the other the receiver. The sender will have a card which instructs him to send a message with a particular intent (e.g., positive messages (to make a person feel good) negative messages (to make a person feel uncomfortable or bad) and neutral messages (not to make a person feel bad or good)). The receiver will have three impact cards each printed with one word (positive, negative, or neutral). After the sender gives a message from his card, the receiver will put down the card (face up) that best identifies the impact of the message given. The wards will compare cards. The point of the game is to get a consistent match between intent and impact. Each participant will have one opportunity to act as sender and receiver.

Activity 2.

"Now we're going to look at how easy it is to give double messages and how easy it may be for someone to misunderstand you. That is, you say one thing but your body language says

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something else." The participants will remain in pairs. Again, the sender will have a card which instructs him to send a message with a particular intent. The cards will describe the intent of the sender and the body language components to be used in delivering the message. Receivers will lay down cards to match the intent of the speaker.

Each example will be discussed as to why the impact of the message differed from the intent. The emphasis of discussion will be on how body language distorted the sender's message.

Homework:

"Your assignment for our next session will be to report an instance where you were aware of what type of impact you were having on another person. Be sure to include what you were talking about and what type of impact you were having on another person. Be sure to include what you were talking about and what type of body language you noticed from the other person. You can include positive examples as well as negative or neutral examples. If your impact did not match your intent, report whether you changed your approach.

Intent: Negative

Let the person know you're unhappy with something he's done.

Intent: Positive

Be sympathetic about some bad luck the other person has had.

Intent: Neutral

Ask what time it is.

Intent: Positive

Ask the other person about a topic you know he is interested in.

Figure 6. Intent cards for Activity 7; Session 5.

Positive Intent/Negative Impact

"Too bad about your parole not going through."

Body Language - say it with a laugh, glaring and squinting eyes, and leaning close to the other person's face.

Negative Intent/Neutral Impact

"I'm really pissed at you for what you did."

Body Language - Sit down in a relaxed position, sigh, look away from other person, fidget with your clothing.

Neutral Intent/Negative Impact

"I'm returning the tape you let me borrow."

Body Language - Rush into the room, no facial expression, throws the tape at the ward expecting him to catch it.

Neutral Intent/Negative Impact

"Will you move your feet so I can sit down?"

Body Language - Use loud voice, an angry facial expression, and push the ward's feet out of the way.

Figure 7. Mixed message cards for Activity 2; Session 5.

Trainer Name: _____

 Trainer Checklist: Session 5

1. Use during role-play
 2. Must use each skill step during role-play
-

	Wards

1. Talk with other person	_____
2. Identify body cues of listener	_____
3. Decide if you are coming across	_____
the way you intended (Identify	_____
impact of your message	_____
on listener).	_____
4. Be able to change message	_____
so intent matches impact.	_____

Figure 8. Skill step checklist for trainer use during Session

5.

I. Materials Needed

- A. Trainer checklist for role-play. (See Figure 9 at end of Session 6.)

II. Review from Session Five

- A. You learned how to assess what impact you have on others by watching their body language.
- B. Sometimes our body language can give a different message than what we intend to give.
- C. If our message is misunderstood, we can take a different approach to communicating by changing our body language to match the intent of our message.
- D. We can also ask the other person what they heard you say or what they thought you meant.
- E. Review homework
 - 1. Ask each ward to describe one example where:
 - a. They were aware of the type of impact they had on another person.
 - b. Did they have the impact they wanted?
 - c. If not, then what did they do to change their approach?

III. Introduction to Session Six

- A. Problem-solving means thinking of as many solutions

to your problem as you can.

- B. Selecting one solution where both persons can be satisfied with the outcome.

IV. Questions Asked by the Trainer (See page ____ of the manual)

V. Points to Emphasize and Skill Steps

- A. Try to choose a solution where neither party is the "loser".
- B. Problem-solving includes five steps:
 - 1. Define the problem or conflict.
 - 2. Generate as many solutions as you can.
 - 3. Evaluate the alternatives. Which alternative could solve your problem so that it is less likely to happen in the future.
 - 4. Select the best alternative. Can you solve the problem without getting into trouble?
 - 5. Put your plan into action.

VI. Role-Play

- A. Model the use of problem-solving steps (page ____).
- B. Role-play
 - 1. Each participant will take a turn at acting as an antagonist, a problem-solver, and an observer.
 - 2. Randomly select story situations from the

inventory.

3. Use skill step checklist as wards demonstrate the skill steps.

VII. Feedback

- A. Ask the group to evaluate the problem-solver's performance:
 1. Did problem-solver cover each of the steps?
 2. Did either person lose in resolving the problem?
 3. Do you think the problem situation was settled?

VIII. Activity (Same as role-play)

IX. Homework Assignment

- A. Request participants to report a conflict situation in which were involved, in addition to reporting how they handled the situation.
- B. Emphasize to participants that conflict situations may include: (a) wanting to use something at the same time as someone else; (b) making a decision about whether or not to go along with a group; or (c) negative confrontations with peers or adults.

X. End of Session Six

- A. Remind participants of next meeting time.
- B. Exchange checklist for reinforcers.

Session Six: Resolving Problems and Conflicts

Review from Session Five

"In our last session, we learned how to assess what impact we had on others by watching their body language. Let's look at your homework." Each participant will be requested to talk about an incident in which they observed their impact on another person in addition to stating a change in their approach (if relevant).

Objective for Session Six

In at least two role-play situations, each participant will be able to negotiate a conflict with another person by utilizing five specific skill steps.

Introduction for the Trainer

Some difficulties or disagreements may occur with parents, friends, or counselors because they ask you to do something you do not want to do, they say something that you do not like, or maybe you have different ideas or opinions about something. In these situations, negotiation, compromise, or problem-solving is an important skill for handling a conflict so that neither person has to be the loser. In order to solve a problem you think of as many solutions as you can and then select one where both persons can be satisfied with the outcome.

Questions Asked by the Trainer

1. Have you ever had a disagreement with a friend about something? How did it turn out?
2. What do you do when you and someone else want the same thing, even though it is not possible for both of you to have it at the same time?

The trainer will address these questions to the group in addition to asking them to describe a situation in their lives that is relevant to the question being asked.

Points to Emphasize

1. Problem-solving or negotiation ensures that neither party is the "loser" in a situation.
2. Problem-solving includes the following steps:
 - a. Define the problem or conflict. For example the problem might be that someone is using your radio without asking you.
 - b. Generate alternative solutions. For example:
 - 1) You tell the person you do not like it when he uses your radio without permission and to ask you before taking the radio.
 - 2) You tell a counselor that someone is using your radio without permission and ask the counselor to talk to the guy using your radio.

- 3) You take something that belongs to the other person.
- 4) You yell at him for using your radio then punch him.

Note: It is important that you think of as many alternative as you can so that it is more likely that you will find a solution where both of you are satisfied or so that your problem will be solved and not become worse.

c. Evaluate the alternatives. For example:

- 1) Alternative one is probably acceptable.
You are letting the person know what he is doing, how you feel, and what you want changed or what he can do differently.
- 2) Alternative two may help solve your problem, however, you may want to consider possible consequences from the other person or persons for seeking help or revealing a name.
- 3) Alternative three may involve a risk of your getting into trouble for taking another person's belongings.

- 4) Alternative four may be unacceptable because you could become involved in a fight.

Consequently you could get hurt, get into trouble,, and your radio may get damaged.

- d. Select the best alternative. Selection of the best alternative can be based on: (a) whether or not the problem can be solved so that it is not likely to happen in the future; (b) whether or not the problem can be solved without your getting into a fight or other kinds of trouble; or (c) whether or not it is possible for each person involved to win or be satisfied with the solution.
- e. Put the plan into action. During this stage, you decide what you will do and when.

Skill Steps.

1. Identify the problem or conflict.
2. Generate possible solutions.
3. Evaluate alternative solutions. Remember to consider the impact you may have on the other person as well as the possible consequences of your action. Also, think about which solution is most likely to settle the problem so that it is not likely to occur in the

future.

4. Select the best alternative.
5. Put your plan into action.

Role-play.

- A. Modeling. The trainer will demonstrate one example of following through with each of the five skill steps. "Now I'll show you how you might actually use these steps. Let's say that someone has been bugging you about how you look. Each time this person called you ugly, short, fat, ect. you will react by yelling, "shut-up!" or by swearing at the person. So far this has not worked because you are still being harassed. In addition, this person laughs at you when you show your anger to him." The trainer will ask the wards to list each of the steps in addition to verbally guiding them through each of the steps. For instance the trainer will remind the participants to generate as many alternatives as they can think of for the problem and to consider the possible impact on the other person and the possible consequences of each solution.
- B. Role-play. "Now we'll practice using these steps with some of our own problems." Each of the four participants will have one opportunity to practice

the problem-solving steps. The trainer will describe a problem situation from the inventory to each ward. Each ward will be asked to use the problem.

Alternatives will be written on a blackboard as the ward generates them. The trainer will help the wards to evaluate each alternative.

Feedback. After each role-play situation the trainer will give the following questions to the group:

1. Did (name of problem-solver) cover each of the steps?
2. Did anyone lose in resolving the problem?
3. Do you think the problem situations has been settled or do you think it will occur again in the future?
4. Can anyone think of other alternatives?

Activity.

- A. The activity will consist of further role-play with the pre-arranged situations. The trainer will describe a problem situation from the inventory to each ward. Wards will be required to use the problem solving skill steps to try to solve the problem situation. The trainer will write alternatives on the blackboard.
- B. Feedback. After each role-play situation the trainer

will address the following questions to the group:

1. Did (name of problem-solver) cover each of the steps?
2. Did anyone lose in resolving the problem.
3. Do you think the problem situation has been settled or do you think it will occur again?
4. Can anyone think of other alternatives?

Homework.

During the following week participants will be requested to report one or more conflict situations in which they were involved and how they handled the situations. The situations need not be limited to those that include aggression. That is, a conflict situation may include a decision that is to be made by a group of people. The participant could also be in a situation in which he wishes to use something at the same time as another person (for example, a game).

Trainer Name: _____

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Trainer Checklist: Session 6

1. Use during role-play
2. Must use each skill step during role-play.

Skill Steps	Wards
1. Define problem	_____
2. Generate solutions (trainer prompt)	_____ _____
3. Identify consequences of alternatives	_____ _____
4. Select best alternative and explain how they might put it into action.	_____ _____ _____

Figure 9. Skill step checklist for trainer use during Session 6.

Guideline to Session Seven:

Review of Social Skill Components

- I. Materials needed
 - A. Impact cards from Session 5.
 - B. Intent card (included in session).
- II. Review of Session Six and Homework.
 - A. Review skill steps for Session 6.
 - B. Review homework.
- III. Introduction to Session 7.
 - A. Ask participants to describe the purpose of the programs.
 - B. Ask participants if they have learned new information.
- IV. Review Session 7: Communicating through Body Language
 - A. Our body language communicates different messages to others.
 - B. Ask participants to describe the different types of body language.
- V. Review of Session 3: Responding to Other's Feelings.
 - A. Purpose of session.
 - B. Ask participants to list skill steps.
 - C. Role-play. Ask for two volunteers for one role-play session.
 - D. Feedback on role-play.

- VI. Review of Session 4: Expressing your feelings and dissatisfaction.
 - A. Purpose of session.
 - B. Ask participants to list skill steps.
 - C. Role-play. Two volunteers for one role-play session.
 - D. Feedback.
- VII. Review for Session 5: Assessing Personal Effect on Others
 - A. Purpose of session.
 - B. Ask participants to describe skill steps.
 - C. Role-play. Ask for two volunteers. Use receiver and sender cards.
 - D. Feedback.
- VIII. Review for Session Six: Resolving Problems and Conflicts.
 - A. Purpose of Session.
 - B. Ask participants to describe skill steps.
 - C. Choose one problem situation. Wards work as a group to use skill steps to solve the problem.
- IX. End of Session 7.
 - A. Thank wards for their participation.
 - B. Exchange checklists for reinforcers.

Session Seven: Review of the Program

- I. Review for Session Six: Resolving problems and conflicts.
 - A. You learned a problem-solving approach to dealing with problem situations.
 - B. You learned to choose solutions where neither party was the "loser."
 - C. Problem-solving steps include:
 - 1. Define the problem or conflict.
 - 2. Generate as many solutions as you can.
 - 3. Evaluate the alternatives. Which alternative could solve your problem so that it is less likely to happen in the future?
 - 4. Select the best alternative. Can you solve the problem without getting into trouble? Is it likely that the problem will not happen again in the future?
 - D. Review Homework.
- II. Introduction to Session Seven: Review.
 - A. The purpose of this session is to review and practice all of the skills that we have covered over the past three weeks.
 - B. Ask participants to describe the purpose of the program.

1. This program presented several different ways of handling different types of problem situations.
 2. We wanted you to be aware of your own behavior and how you can influence other people's behavior.
- C. Ask participants if they have learned any new information that could be helpful to them now or in the future.

III. Review of Session Two: Communicating Through Body Language.

- A. We looked at how different types of body language communicate different messages to others.
- B. Ask participants to describe the different types of body languages. Each ward will choose one body language component and communicate a message to the group. The group will identify the message.
- C. Body language components:
 1. Body Position
 2. Facial Expression
 3. Eye Contact
 4. Tone of Voice

IV. Review of Session Three: Responding to Other's Feelings

- A. The purpose of learning to respond to others' feelings is to let other people know that you are trying to understand how they feel.

- B. Ask participants to describe steps for responding to others' feelings.
- C. Skill Steps:
 - 1. Listen
 - 2. Decide on how the other person is feeling.
 - 3. Make a response that includes both content and the feeling of the other person.
- D. Role-play. Ask for two volunteers to act as a complainer and one who would respond to the complainer's feelings.
 - 1. Describe a situation from the inventory to a complainer-role.
 - 2. The listener-role will respond by using the three skill steps.
- E. Feedback. Ask the group if the listener demonstrated that he was trying to understand the other's feelings.
- V. Review of Session Four: Expressing Your Feelings and Dissatisfactions.
 - A. We looked at how you could express your anger and let people know about your feelings without putting them down.
 - B. Ask participants to describe the skill steps.
 - C. Skill Steps:

1. Tune into the feelings you are having.
2. Decide what made you feel that way.
3. Decide whether you want to tell the other person.
4. If you decide to express your feelings, then use an "I message."
 - a. State the behavior you are unhappy with.
 - b. State the feeling that you experience.
 - c. State the effect the behavior has on you.
 - d. Request a change from the other person.
 - e. Try to match your body language with the intent of what you are saying.

D. Role-play. Ask for two different volunteers to role-play expressing feelings.

1. Describe a situation from the inventory to two wards (one acting as the person expressing his feelings and one acting as the listener). Wards may also describe their own problem situation.
2. Feedback. Ask the others if the ward used the steps to express his feelings.

VI. Review for Session Five: Assessing Personal Effect on Others.

- A. The purpose of this session was to look at what effect you can have on other people. We talked about looking

at how you come across to other people.

- B. We looked at reading others' body cues to see if we came across the way we intended.
- C. We also learned that we can be misunderstood if our body language does not match what we say.
- D. Ask participants to describe the skill steps.
- E. Skill steps:
 - 1. Talk with the other person.
 - 2. Look for body cues.
 - 3. Decide how you are coming across to the other person.
 - 4. Are you coming across the way you intended.
 - 5. Ask the other person what they thought you meant (if there is a misunderstanding).
 - 6. If the person misunderstood you, tell them what you meant.
 - 7. Try a new approach so that you are better understood.

Ask for two volunteers (who have not yet participated).

One person will give a message and one person will identify the impact of the other's message.

- 1. Use the following card for the sender:
Positive Intent/Negative Impact - "Hey Jerry

(counselor) how's your mother?"

Body Language - Threatening tone of voice, put your list into your other hand, stare or glare.

2. Use the receiver cards (positive, negative, neutral) for the receiver.
3. Ask group to describe how the statement could have a positive impact.

VII. Review for Session Six: Resolving Problems and Conflicts.

- A. Purpose of this session was to think of as many ways to solve a problem as possible.
- B. This approach will help you choose a solution where neither party is the "loser".
- C. Ask participants to describe the skill steps.
- D. Skill Steps:
 1. Define problem or conflict.
 2. Generate as many solutions as you can.
 3. Evaluate your alternatives. Which alternative could solve your problem so that it is less likely to happen in the future.
 4. Select the best alternative.
 5. Put your plan into action.
- E. The participants will practice (as a group) generating alternatives to one problem situation. Ask wards to

describe one of their own problem situations. If they cannot describe a situation, choose a situation from the inventory. Remember to prompt them to generate alternatives.

Appendix B
Manual for Training
Adult and Peer Trainers

The following information was presented to all instructors during the first three hour session:

I. Purpose of the Program. "The program that you will be teaching is called a social skills program. This program is designed to help young people deal with their problems. You won't be giving your student specific answers to their problems; instead you will be presenting them with different ideas of how to approach a problem. Your students will be learning how to assess a situation so that they can make a decision about how to handle that situation. Hopefully, the way that they learn to handle problem situations will enable them to come out ahead so that they will not have to deal with the problem in the future. In general, they will be learning how to think before they act."

II. General Information. "Each of you will work with a total of eight boys from the O.H. Close Institution. However, you will only work with four boys at a time. There are a total of seven meetings. Each meeting should last one hour." Other information given at this time will include: (a) trainers' assignment to a particular dormitory; (b) list of participants' names for each trainer; (c) a time schedule for social skill training sessions; and (d) names of counselors in charge within each dormitory. In addition, the point system within each training session will be explained.

III. Social Skill Components to be Trained. "Your first meeting will consist of getting to know your groups as well as explaining the program to them." The trainers will then be requested to look at Session One of Appendix A. "The next five sessions will consist of training five skills; one skill per session. Your first skill session will focus on being aware of body language components. That is, being aware of messages that your body language can communicate and learning to read messages from other people's body language. Each should learn that they can communicate attitudes just by their body positions and gestures, facial expressions, eye contact, and tone of voice. The second social skill component focuses on responding to feelings. The students should be able to respond to another's feelings by letting a person know that they are trying to understand how another is feeling. Next you will examine expressing feelings and dissatisfactions. Your students will learn how to express their negative feelings to others without putting them down. Another social skill component in this program is assessing personal effect on others. Your students will learn to assess the impact of his message on another person. They will also learn to assess whether the impact of their message matches the intent of their message. In the last skill session you will cover resolving problems and conflicts.

Each student will learn to work out a conflict with another person. The last session will be a review session in which your students will practice using all of the skills."

IV. Format to Follow for all Sessions. "We will now continue using your manuals (Appendix A). Sessions two through six are similar in that they are all organized according to the same format, which is:

A. Review of information from the previous session and homework. At the beginning of sessions three through seven you will briefly review the information presented at your last meeting. For instance" (The author will model the review of Session Two that is included in Session Three). After the review, the ward's will discuss their homework. We will discuss homework later in this meeting."

B. Introduction to the skill. "Each skill should be introduced so that the students know why the skill is important. They should also get a basic understanding of its purpose and application (how to use the skill)." The author will read the introduction of Session Two as an example.

C. Questions asked by the trainer. "In some of the sessions you will be asking questions that refer to experiences your students may have had. This is to help them focus on the importance of the skill." The author will refer to the relevant

section of Session Three and will ask the trainers these same questions.

D. Points to emphasize. "Each session includes one or more statements that focus on the message you are trying to present." The author will ask each of the trainers to read various points from Session Two.

E. Skill steps. "Each of the sessions (with the exception of Session One) includes the specific behaviors that are necessary to demonstrate the skill." The author will request each of the trainers to read various skill steps from Session Three.

F. Role-play. "Role-play is important because it allows the students to practice the information that has been presented to them. There are several steps to follow when using role-play."

1. "First you must show your students what the skill looks and sounds like when used; for example, in Session Two, 'This is an example of a body position that appears to be angry.'"

2. "Next, you may want to give your students instructions or special tips before they practice the new behavior. For instance, you could suggest that they act as much as possible as they would in real life. You will need to instruct them to stand up and face each other (if the situation involves two

people). One other tip may be to tell them to speak up and express themselves by saying, 'I think', 'I feel' The students should not talk in third person, such as, 'He should' "

3. "Your students will practice the skill. Practicing the new skills in a pretend situation will help to prepare your students for similar difficult situations in real-life. Practicing the new skill will involve acting out the skill, usually with another person, in a pretend problem situation."

4. "The students should be able to try out the new behaviors without the risk of failure. This means that you are in a position of acting as a coach who prompts the student to try the new behavior as well as to guide the students so that they can be successful in practicing the skill. Some students may be hesitant to practice and will need to be urged (prompted). This prompt should be non-threatening, such as an expression of understanding. For instance, if the student seems resistant to practicing, you can give some examples where practice has been useful (e.g., learning a musical instrument or being good in a sport). Or, you might say, "I know you feel funny (weird, uneasy) at first; I did the first time I tried this, but after awhile I got pretty good at it and liked it.'" The experimenter will act as a resistive student while a trainer

practices prompting the experimenter to role-play. The other trainers will be asked to provide feedback or suggestions at this time.

5. "You must make sure that all students are mastering the skills that you are training. One way to help a student who is not performing the skill well is to break down the skill into small steps and let the student practice each part. For example, in Session Three: Responding to Feelings, you could break the skill into the following small steps: (a) observing body language and deciding how the other person might be feeling; (b) making a response that includes the person's feelings; (c) make a response that includes content of speech; and (d) make a response that includes both feelings and content of speech. The student could begin by stating the implied feeling that he observes from the other. As this is done successfully, you would give positive feedback (e.g., 'That's it, good, you identified how the other might be feeling'). Then, try the next step (making a response that includes the other person's feelings)."

6. "Sometimes a student might not be able to think of anything to say during a role-play. You can help by giving cues or by prompting. You can give a cue by suggesting a sample statement that fits with the conversation. We will all practice giving cues and prompting when we actually practice the session."

7. "Remember, a supportive atmosphere is important for your students. They are more likely to keep working if they feel comfortable with you and the others."

G. Activity. "At the end of each session, you will give the students one more opportunity to practice their new skill by providing them with an exercise relevant to the skill being trained. Some of the exercises include the use of special cards and other exercises that are alot like role-playing." The author will demonstrate orchestrating the activity for Session Two.

H. Home-work Assignments. "Home-work assignments will be given after the students have completed the exercises. The purpose of the assignments are to encourage the students to practice their new skills in real life situations. You will be asking them to verbally report some of their experiences. Session Two is the first session to require homework." The author will demonstrate a presentation of a homework assignment from Session Two then request a trainer to demonstrate a presentation of homework for Session Three. "You will also discuss homework assignments with each of your students at the start of your next session, after you have reviewed the information presented at the previous session."

I. Managing the point system. "As was mentioned earlier

a point system will be implemented during each session." Wards earned one point or check mark (✓) for each of the following: (a) attendance; (b) report of homework; (c) demonstrating specific skill steps for each social skill session; and (d) participating in the activity at the end of each session. The reinforcement menu follows:

1. (✓) = 2 cigarettes or 2 small candy bars.
2. (✓) = 1 coke or 4 cigarettes or 4 small candy bars
3. (✓) = 1 coke plus 4 cigarettes or 4 small candy bars.
4. (✓) = 6 cigarettes plus 4 small candy bars or 2 cokes or 1 coke plus 3 cigarettes plus 2 small candy bars.

This menu was posted on a blackboard during all sessions. Wards were given their own checklists which included the four categories for reinforcement that could be earned (e.g., attendance, homework, role-play, and activity). Wards were instructed to check each category as they passed criterion. Trainers reminded wards when they passed criterion for each category. Wards exchanged checklists for reinforcers at the end of each session. Trainers also filled out the same checklist during sessions to ensure reliability of ward's recording.

V. Giving helpful feedback. "In this program it will be important to tell a student how they are doing (feedback)

in a constructive, nonthreatening manner. Always give a student a chance to be successful and praise (reinforce his success). Also, provide a supportive atmosphere for feedback. Important points about good feedback are:

1. Feedback should be given immediately so that the student is aware of his strengths and weaknesses and can then begin working on his weak area.
2. Feedback should describe rather than evaluate behavior. For example in Session Two, 'Your eyes looked concerned rather than angry. Try squinting to get a meaner look.' This type of feedback avoids criticism (e.g., 'You did that wrong!').
3. Feedback should reinforce students for correct responses. For example, 'Ron, I like the way you used your sarcastic tone of voice, it was very convincing.'
4. Feedback should correct inappropriate behavior. Try to give some sort of positive statement before you give corrective feedback. The student may be more likely to listen to you if he has already received positive feedback about his performance. It should also include a suggestion of what the student should do differently (e.g., 'You said the words like you meant them. What about your body position? Try to match your body position with the anger in your voice. How about putting your hands on your hips?')."

VI. Problem moments. "During the course of this program you may experience some problem moments. Problems are a natural part of being involved in the program. Having a problem with a student or with a particular part of a program does not mean that you are failing. We'll look at some concerns that you may have during the program."

1. Feeling "phony" when talking about a particular skill, using positive feedback, or coaching a student. "It is natural that you may feel a little uncomfortable when teaching others how to respond in difficult situations since you may not be used to practicing some of these skills yourselves. Perhaps you are not used to using different types of feedback with people. One way to overcome feeling uncomfortable is to practice some of these skills yourselves on a day to day basis. In other words, 'practice what you preach.' It is important to be yourselves. Talk to your student in a manner that you are comfortable with. Fit the skill that you teach into your own style."

2. What if someone expects you to solve a specific problem? "Remember, you are training constructive ways to approach a conflict. You are not training answers to problems. Some students may view you as a counselor and want you to provide them with an answer to a problem. If this happens, remind the

student that they are responsible for finding a way to solve the problem. You can help them to examine different alternatives and encourage them to take some sort of action. Try to avoid making decisions for the student."

3. What if you are having trouble getting along with one of your students? There may be some people who will make you feel uncomfortable. They may not be disruptive but they may look at you like they don't believe you or they may give you dirty looks. Maybe you have a difficult time in getting him to participate in discussion or role-play. First of all, examine your degree of discomfort. If your degree of discomfort effects your ability to instruct the program, then there are several things that you could do:

(a) Sit down with that person (after a session) and inform him of what messages you are receiving from his body language (e.g., 'You look at me as though you don't believe what I'm saying.') Ask him to explain his feelings to you (e.g., 'Are you uncomfortable with a part of the program?' or 'is it hard for you to imagine yourself doing some of these things?'). See if you can learn more about how this person is feeling about the program or you.

(b) Talk to (the author). Perhaps you will need to meet with (the author) and the student to obtain further information

about the problem."

4. What if someone is disruptive? "For example, what if someone is showing off, talks out of turn, is uncooperative, or tends to interrupt you and the others in the group? Some ideas in handling disruptive behavior are:

(a) Ignore the person's disruptions. By ignoring I mean that you do not look at or talk to the person. Continue your work as though you had not noticed the disturbance.

(b) If the person persists in being disruptive tell him in a firm, matter of fact voice to stop the disruptive behavior (e.g., 'Ray, please stop being sarcastic about other people's work. I would like your feedback, however, try to be less negative'). Or present it as a problem.

(c) Present the disruption as a problem for the group to solve (e.g., 'I find it disruptive when Ray talks out and interrupts. I feel put-down and as though he doesn't respect me. Ray's disturbances makes me think that this program isn't important to him. Does anyone else feel that way? Ray, what can I or the group do to make it easier for you?').

(d) Talk with the disruptive person alone. Inquire about negative feelings that he may have toward you, another student in the group, the program, or even himself.

(e) Report any disruption of concern to (the author).

Perhaps you will need to meet with the author and the student to obtain further information about the problem."

The author will read an introduction to a skill in Session Two while one of the trainers acts disruptively. The instructor will attempt to handle the problem situation. Each of the trainers will have an opportunity to practice handling a disruptive situation as well as a situation where the student appears to have a negative attitude. All trainers will be encouraged to provide feedback and suggestions.

The second, third, fourth and fifth sessions will consist of the trainers each practicing all of the social skill sessions." Now each of you will have an opportunity to practice each of the social skill sessions. You will talk to us as you would talk to your students. This is to give you a better feel of how to handle each of the sessions in addition to practicing prompting and giving different types of feedback. As one of you acts as a trainer, the rest of us will coach you and give you suggestions and feedback on how you are doing." Session Two was not included since it was the primary model for the first instructor-training session.

Appendix C
Adolescent Problem Inventory

[illegible]

General Criteria

Your job will be to evaluate the competence of the S's responses, using the criteria in this empirically developed rater's manual. Competence is defined in the following way: a maximally competent response is one which effectively resolves the problem situation at hand and makes it less likely that S will have to face more problems of this type in the future. A maximally incompetent response is one which does not effectively resolve the problem situation facing S at the moment and indeed is likely to cause more problems for S in the future.

The rating points you may use include:

- 8 - a very competent response
- 6 - a competent response
- 4 - a response which is neither competent nor incompetent; (it will neither help nor hurt the situation)
- 2 - an incompetent response
- 0 - a very incompetent response

If a response does not fit any of the enumerated criteria, write it out, for later evaluation. Try to keep this to a minimum.

If S does not give a response (e.g., he says he does not know what he would say), score 0. This is different from situations in which he says he would say nothing, since sometimes saying nothing is a good thing to do, and sometimes it is a bad thing to do.

Consider both the content and the tone of S's response. If the words are competent, but the tone is giggly or otherwise very unassertive, credit S with one point less than you would have given him, had his tone matched his words in quality. If his words are good but his tone is angry or antagonistic, credit him with 2 points less, unless otherwise specified, since, on occasion, sounding angry is a good thing to do.

If S gives two or more responses which would normally receive different scores, and if he is not asked to choose one as his final answer, he receives the score of the least competent component of the response.

The word "and" in a criterion means that both requirements must be met for S to receive that score. The word "or" means that any one of the requirements must be met.

1. You're visiting your aunt in another part of town, and you don't know any of the guys your age there. You're walking along her street, and some guy is walking toward you. He is about your size. As he is about to pass you, he deliberately bumps

into you, and you nearly lose your balance. What do you say or do now?

8 - S ignores the boy, says nothing, or walks on (he may give him a dirty look), OR gives an assertive, calm response, or tries to get to know the other boy.

6 - Polite but conciliatory or apologetic response.

EX: Excuse me; Sorry about that.

4 - Response is unassertive, wishy-washy, overly wordy, or otherwise ineffective, but not likely to provoke a fight.

2 - Response is insulting, antagonistic, or provocative.

EX: Watch where you're going; What'd you do that for?

0 - S pushes or fights the other boy, in any way. (It does not matter what else he says or does. Fighting takes precedence, unless he says he would try to avoid a fight, but if the other boy swung first, he'd hit back. That receives (2).

2. Now what if he had done the same thing, bumped into you, and you nearly lost your balance, and this time he said, "Look where you're going, clumsy!" What do you say or do now?

8 - EITHER: S ignores the boy and walks on, without saying anything, OR he is conciliatory and minimizes the provocative aspects of the situation in a good-

natured way.

6 - Assertive response. EX: Watch where you're going.

4 - Response is unassertive, pompous, goody-goody, overwordy, or otherwise ineffective, but not likely to provoke a fight.

EX: Oh, "I'm so sorry; It take two to make a clumsy situation; Watch where you're going (in bland, unassertive tone).

2 - Response is insulting, antagonistic, or provocative.

EX: Drop dead!; Who're you calling clumsy?; Watch where you're going! (in a nasty tone).

- S fights or hits, regardless of whatever else he says.

(Scoring is identical to (0) rating in item 1.)

3. Your gym teacher is a nasty guy, and you think he must have it in for you, because he's always picking on you. Today he's been on your back all period, and you've already had to do 50 extra pushups. You're so tired you don't think you can do another one, but all the guys are standing around, watching what will happen. Now he says to you, "OK, sissy, let's see 30 more, and get some energy into them!" What do you say or do now?

8 - EITHER S asks quietly and politely if he can see the teacher after class (whether or not he does the push-ups), OR he tries to do them now, with no revenge

behavior in the future; OR he does them and then sees the principal.

- 6 - No specific criteria for this score. Use it when quality of response is between (8) and (4). E.g., S does not do the push-ups but rather goes to see the principal.
- 4 - Response is polite and respectful but unassertive, or overwordy, or questioning in a non-provocative way.
EX: Why are you picking on me?
- 2 - Response is angry or antagonistic or provocative; OR S walks out of class without saying anything, or he says he would do nothing.
- 0 - S hits or fights the teacher or later vandalizes the school or skips school.

4. You're driving around with a good friend on a hot, muggy summer night, and he says, "Whew, am I thirsty! I could really use a cold beer. Listen, I know a guy who sells it, to anyone who comes, right off his front porch, and he doesn't even check ID. How about our going over that way and getting some booze?" What do you say or do now?

- 8 - Response is an assertive "no," or S suggests an alternate plan. EX: With our luck, the cops would be watching the place. Let's go get an A&W float;

No, let's not risk that.

6 - S says no, but less assertively, leaving him open to further pressuring now or at a future time. EX: I'm not thirsty; I'm not in the mood; I don't think so.

4 - No specific criteria for the score. Use it when response is neither competent nor incompetent and falls between (6) and (2) in quality.

2 - S refuses to have a beer himself, but he stays with the other boy who does get some, perhaps offering to drive. EX: You go ahead, but I'll pass; You drink. I'll drive.

0 - S agrees to have some beer himself.

5. It's 7:30 on a Saturday night, and you ask your father if you can go out driving around with the guys. He says no, and is angry. He yells, "Nothing doing! You know what happens when you go driving around with those guys. You can stay home tonight and watch television with the family!" What do you say or do now?

8 - EITHER S accepts his father's wishes and agrees to stay home (and does) OR his response is respectful and calm and he tries to change his father's mind with rational arguments. EX: We'll just be driving around in Brookfield and I'll be home by midnight; We won't

get into any trouble. We've changed, and neither of us wants any trouble now.

- 6 - No specific criteria for this score. Use if for competent but less convincing responses which fall between (8) and (4) in quality.
- 4 - S badgers his father, or uses weak arguments which are not likely to anger his father, but aren't likely to change his mind either. EX: Why not? I want to go out; You give me the same argument every night. You never let me go out; We're just going out to have a good time.
- 2 - Response is mildly antagonistic or angry or provocative.
- 0 - Response is very antagonistic or insulting OR S goes out anyway, against his father's wishes, either telling him he's leaving, or sneaking out.

6. You've been going steady with a chick named Mary for about three months. It used to be a lot of fun to be with her, but lately, it's been sort of a drag. There are some other girls you'd like to go out with now. You decide to break up with Mary, but you know she'll be very upset and angry with you. She may even tell lies about you to the other girls, and that could hurt your chances with them. How will you go about

breaking up with her gently? What will you say to her?

- 8 - Response is gentle, sympathetic, tactful, but clear not beating around the bush, and S suggests they both date other people. EX: Mary, we've had some wonderful times together, and I like you an awful lot, but I'm beginning to feel like I'm tied down. I think it would be a good idea if we both kept on seeing each other, but went out with other people too, so we can be really sure of our feelings.
 - 6 - No specific criteria...response is competent and honest but not as sensitive or tactful as (8).
 - 4 - S lies, in such a way that it is not likely Mary will find out. EX: My father says I have to go out with other people.
 - 2 - S says he will have someone else tell Mary for him.
 - 0 - EITHER S uses an obvious lie (EX: I'm getting sent up.) OR he is tactless, insensitive, and antagonistic, OR he just stops seeing her, without giving her any explanation, hoping she will get the message herself.
7. You've been hassling a young substitute teacher all week, and all week she's been sending you to the principal's office. It's sort of fun, because it's so easy to make her lose her cool. You're up at the principal's office

again, and he meets you at the door, and says, "This is the third time this week you've been send up here! I'm suspending you from school! What do you have to say about that?" What do you say or do now?

8. EITHER: S says he will accept the suspension because he knows he's been obnoxious and deserves it; OR he respectfully apologizes and asks for one more chance; OR he asks if he can talk with the principal about his decision further. EX: I guess you're right. I have been trying to get her mad. If you give me another chance, I know I can control myself; Could we talk about it first?
- 6 - S is polite and respectful, but he attributes most of the responsibility for the problem to the teacher's behavior.
- 4 - S is neither antagonistic nor really apologetic; he is not likely to get the principal to change his mind, but he does not aggravate the situation any further. EX: I don't think it's fair. I think you should give me another chance.
- 2 - EITHER S is antagonistic or insolent (EX: That's OK. I don't care; Good! I need a vacation) OR he accepts the suspension and walks away, without expressing the notion that he really deserves the punishment (as in

responses scored 8). Therefore, the difference between a (2) and an (8) when S says he'd walk away and accept it, is whether he acknowledges that he earned it through his own behavior.

0 - S hits or fights the principal, or quits school, or vandalizes the school.

8. Your father has been hassling you for months about getting home by midnight, and sometimes that's a problem, because none of your friends have to be home before 1 a.m., and you feel like an idiot, always leaving places early. One night you walk in at 1:30 a.m. and your father is sitting in the living room in his slippers and robe, looking mad. He says, "Where the hell have you been? Do you have any idea what time it is? Or don't you kids know how to tell time any more?" What do you say or do now?

8 - S is reasonable and apologetic, and accepts responsibility for having violated a rule. He may or may not raise rational arguments against the fairness of the rule. EX: Dad, I realize I'm an hour late, but nobody else has to be in till 1, and I couldn't get a ride before now.

6 - S does not apologize but he is reasonable and respectful; he explains where he was or what he was

doing or he appeals to the fact that his father must have been late sometimes when he was a boy.

4 - S is respectful and calm, but not apologetic, and not likely to convince his father to change the rule, or he stands there without saying anything.

2 - S lies about what happened or he is mildly insolent or flippant or disrespectful. EX: Forget it. I'm too young to tell time.

0 - EITHER: S runs away from home OR hits his father OR he is very disrespectful or insolent. EX: Bye; I don't give a ____ what time it is.

9. You're playing basketball in the school yard, and some guy you don't know well is standing on the sidelines. He starts taunting you, calling you names, and making fun of the way you play. He says, "Hey, look at the tub of lard. He looks like a ball of pizza dough!" What do you say or do now?

8 - S is friendly but assertive. He gives a clever remark which will shut up the other boy without starting a fight, for example, by agreeing with him in a way that shows he's not hurt. EX: Yeah man, I know I got some extra lard on me. That's why I'm out here trying to work it off. Come on out and help me; That's the best

kind of dough I know!

- 6 - Either S ignores the boy but stays on the court, continuing to play, OR he challenges the boy to play with him, in a friendly way, OR he challenges him in another sport.
 - 4 - No specific criteria...between (6) and (2)
 - 2 - EITHER S ignores the boy, but leaves the court to avoid a confrontation, OR he is insulting or provocative or challenges the boy to play, in an insolent way.
 - 0 - S hits or fights the other, or says that he might swing first, depending on what the boy says next.
If he says he won't swing first, but if the other boy hits him, that he'll hit back, score it (2).
10. You walk into the kitchen one morning before school, wearing a t-shirt and jeans, and your mother takes one look at your clothes and says, "Oh no! You're not going out of this house one more time looking like that! You march yourself right up those stairs and get on some decent things, or you're not going anywhere this morning, young man! Do you think your father ever looked like that?"
What do you say or do now?
- 8 - S is reasonable and respectful, and presents a rational

argument why he ought to be allowed to dress like this. EX: There's no dress code, and they're perfectly clean, and everyone else wears clothes like these so I don't see what's the difference.

6 - S changes his clothes.

4 - S is respectful, but his arguments are not likely to change his mother's mind. EX: Nobody goes to school dressed up any more; What's wrong with the clothes I got on? I think they're perfectly all right.

2 - EITHER: S walks out OR he is rude or disrespectful OR he changes his clothes now but says he'll put the old ones back on in school.

0 - S says he will skip school for the day and stay home.

11. One of your friends does some dealing on the street. Once in a while, he even gives you some pills or something for free. Now he says to you, "Listen man, I've got to deliver some stuff on the south side, but I can't do it myself. How about it - will you take this stuff down there for me in your car? I'll give you some new stuff to try plus \$25 besides, for half an hour's driving. Will you help me out?" What do you say or do now?

8 - S assertively refuses to deliver the pills, making it clear that he won't do something like that, even

for a friend. EX: Forget it; No, I won't take that kind of a risk.

6 - S refuses, but not as assertively, making it possible that the man will put more pressure on him. EX: No; No thanks.

4 - S refuses by making up an excuse which gets him out of the situation this time, but leaves him open to further pressuring in the future. EX: No, I can't make it. My car's in the shop; Sorry, I don't have time now.

2 - S says he will drive the other man, but won't actually deliver it himself or he asks a question, suggesting that he might consider doing it if the answer is right. EX: And what if I get busted with that stuff on me? What kind of stuff is it?

0 - S agrees to deliver the pills. Sore him (0) even if he demands more money for the errand.

12. It's 1:30 at night, and you're walking along a street near your home. You're on your way home from your friend's home, and you know it's after curfew in your town. You weren't doing anything wrong. You just lost track of time. You see a patrol car cruising along the street and you feel scared, because you know you can get into trouble for

breaking curfew. Sure enough, the car stops next to you, the policeman gets out, and he says, "You there, put your hands on the car. Stand with your feet apart." What do you say or do now?

8 - EITHER S does it, without saying anything, OR he asks a brief general question, respectfully. EX: What's wrong, officer? Is something the matter? OR he explains honestly and convincingly where he was.

6 - S explains where he was, etc., but in a less assertive or less convincing manner. EX: I just got out of Pete Jones' house. You can call him if you want to.

4 - No specific criteria...midway between responses scored (6) and (2).

2 - S is antagonistic or flippant or insolent.

0 - EITHER S hits the policeman OR he runs away.

13. You and your friend Al want to go driving around one evening, but when you tell your father where you are planning to go, he gets very angry. He says, "I don't want you hanging around with that kid. He's no good for himself and he's no good for you. You're not going out of this room if you plan to meet him." What do you say or do now?

8 - S is respectful and quietly explains that he and Al have changed and are not going to get into any trouble,

or that Al is not as bad as his father thinks, or that he won't be influenced by Al anymore. EX: Well then can we stay over here so you can get to know him a little better so you'll see how he's changed?; Wait a minute, dad. Let's talk about this. You know that I've changed and I'm not wild anymore. So has he. We've both of us grown up, and we need you to trust us but we won't be able to prove it to you till you give us a chance.

- 6 - S is respectful, but his explanation isn't as convincing as those scored (8). He may point out that he is as bad as Al without saying that they've both changed. Any response involving reasoning, but in which the reasons aren't as good as those above. EX: Listen, dad, you're just holding a grudge against Al. We were both in the wrong and I was just as much a part of it as he was, and you'll just have to accept it.
- 4 - No specific criteria...use it for responses which are calm and respectful, which won't anger father but which aren't likely to change his mind either OR S compromises, agrees to stay in tonight if he may go out tomorrow.

- 2 - S is rude, disrespectful, or antagonistic, and likely to make his father even angrier than he was.
 - 0 - EITHER S sneaks out of the house without his father's knowledge, OR he tells his father he will disobey him by leaving the house to meet AL, OR he just leaves, OR he lies and goes out with AL.
14. You're walking through the school yard one day, and a boy you don't know very well calls you over to him. He smiles and says, "Hey man, I've got five dollars. Your ma doing anything tonight?" What do you say or do now?
- 8 - EITHER S ignores the remark and walks away without saying anything, OR he makes a witty, clever remark which makes a joke out of the situation. EX: smile and say, "Yeah, Jim just cashed a check for \$20 and she's very busy," or "Give me the five dollars and I'll check with her."
 - 6 - Response is brief and calm and not likely to provoke a fight. EX: Lay off; Very funny; Not with you, she isn't; Yeah, she's gonna be washing dishes.
 - 4 - No specific criteria...use it for non-provocative responses which don't really resolve the situation but which don't aggravate it any further either.
 - 2 - Response is antagonistic or provocative, and likely

to provoke a fight.

0 - S hits or fights the other boy, making the first move.

15. You're browsing in a discount department store with a friend. You're in the sporting goods section. You look around and notice that the glass case where they keep hand guns is open, and the guns are just lying there, where you can reach in and grab them out. There's nobody in sight, no customers and no employees. Your friend says, "Quick man, let's get some." What do you say or do now?

8 - S clearly and assertively refuses to steal the guns; he may say it's not worth the risk. EX: Forget it; Are you out of your mind?; The stuff's dangerous, man. It's not for me.

6 - S refuses, but less assertively, in such a way that he leaves himself open to further pressuring. EX: No; I'm no good at using a gun, and neither are you;

4 - EITHER S offers to buy him a gun as a present, OR response is a refusal but not a clear one, even less assertive than responses scored (6). EX: What do you want them for?

2 - S refuses to steal a gun himself, but he stays in the area while his friend takes one, or waits outside to meet him, i.e., he is in the company of the other boy

when he has a gun on him.

0 - S agrees to steal a gun himself.

16. You're backing your car out of the driveway, and your friend is in the front seat with you. He tells you a joke, and you look at him and laugh, and the next thing you know, you've backed into your neighbor's empty garbage can and dented it. He's a grouchy old man and he's never liked you much. Now he burst out of his front door, waiving his fists, and yells, "You no-good punk! Always tearing around in that stupid convertible! Now look what you've done!" What do you say or do now?

8 - S apologizes, quietly and respectfully, AND he offers to buy his neighbor a new can or to fix this one.

EX: Gee, I'm awfully sorry. If it's damaged too much, I'll be glad to get you a new one.

6 - S is respectfully and polite. He EITHER apologizes OR offers to buy a new one (but not both). EX: I'm sorry; I'll get you a new one.

4 - No specific criteria...S is respectful and his response does not resolve the situation at hand, but it does not make it any worse either.

2 - S says the right words, but his tone is sarcastic or annoyed.

- 0 - S is rude, disrespectful, or obscene, OR he says he'll steal a can to replace this one, OR he drives away without saying anything, or he challenges the neighbor to a fight OR he hits him OR vandalizes his home later.
17. One of your friends really likes a girl named Debbie, but they're not going steady. You think she's pretty nice yourself. You went out with her Saturday night and you both had a real good time. Someone must have told your friend because he comes running up to you in the school yard and says, "You dirty cheating bum! Bill just told me about you and Debbie. I'm gonna knock your ugly face in!" What do you say or do now?
- 8 - S attempts to calm his friend down and avoid a fight, OR he explains calmly that since they weren't going steady, he had a right to take her out too. EX: Cool it a minute, man. Let's talk about this first. She's not your girl yet. You know I'd never take her out if you were going steady or something like that.
- 6 - S is reasonable and calm but unassertive in defending his right to date Debbie, OR he says his friend can have her, OR suggests that they let Debbie choose between them.

- 4 - S attempts to avoid a fight but does not resolve the situation; however, he does not make it any worse either. EX: Well, it's only one date;
- 2 - EITHER S lies and says that he didn't go out with Debbie or that she asked him out, OR he laughs or his response is likely to provoke a fight. EX: Just try it!
- 0 - S hits his friend first; if he fights but only when the friend swings first, score it (2).
18. Your friend calls on a Sunday night to ask if you want to get together with him and some other friends. You tell him you've been grounded because you got home after curfew the weekend before. He says, "So what's the big deal? Just sneak out the back door and meet me in the next block. Your parents will never know you're gone." What do you say or do now?
- 8 - S assertively refuses to meet his friend, and he explains that the reason is that he is grounded. EX: I'd better not. If I ever snuck out when I'm grounded, I'd be grounded for the rest of my life; I can't, I'm grounded.
- 6 - S refuses to meet his friend, but less assertively, making it likely that his friend will put more

pressure on him. EX: I'd better not; I'm grounded.

4 - S does not give his friend a definite answer. He does not resolve the situation but he does not aggravate it any further either.

2 - S refuses, making up an excuse or lying to get his friend off his back, instead of saying that if he disobeys his parents, he'll be grounded even longer. (I can't, I'm sick.)

0 - S agrees to meet his friend.

19. You've been arguing with your father for a long time over how long your hair is, and tonight he's set for a show-down. He is at the front door as you come in, and he says to you, "You look like a _____ hippie. I've had it with you. No son of mine is going to walk around looking like that. Either you get a haircut or you don't come back here for dinner tonight!" What do you say or do now?

8 - EITHER S compromises, by having his hair cut a little, OR he tries to make his father see his position through convincing rational arguments, respectfully argues that he has a right to wear his hair in the current style, as long as he keeps it neat and clean.

EX: A person's looks have nothing to do with his

actions. I keep it clean and neat and I think I should be able to wear it this way because I like it this way.

- 6 - S tries to convince his father to let him leave it long but his reasons are less convincing or less complete. EX: I don't know why it bothers you so much how long my hair is. I'm the one who's got the long hair. No one's going to talk about you; Come on, pa. It's not so bad. It's just the fashion now.
 - 4 - EITHER S asks for money for dinner, in a humorous way, OR his response is calm but irrelevant. EX: I am a _____ hippie and I'm hungry; Could I have two bucks for dinner?
 - 2 - EITHER S asks for money in a non-humorous way, or he leaves, without saying anything, going out or to his room and not showing up for dinner.
 - 0 - EITHER S is rude or disrespectful to his father, OR he stays away from home at least overnight, OR he hits his father OR does something illegal in response (e.g., vandalizing or smoking dope or stealing a car to get away).
20. You're sitting at home watching TV one weekday night. Your parents were there with you before, but they're out now.

There's a knock on the door. You answer it. A big, burly policeman is standing there. He says, (S's name)?" What do you say or do now?

8 - S acknowledges his identity calmly and respectfully.

He may ask the officer in, or ask him quietly what we wants. EX: Yes, can I help you?

6 - S politely acknowledges his identity and says nothing else.

4 - S acknowledges his identity but is less polite or respectful. EX: Yeah? What do you want from me?

0 - S denies who he is, or runs away or challenges the officer's right to question him, or is otherwise rude or disrespectful. EX: You got a warrant for me?; No, he don't live here.

21. Someone in school has recently been defacing the walls of the boys' room by writing obscene words all over them in black paint. Mr. Redford, a teacher in school, has always had it in for you. Today he calls you out of your class, and says to you in the hall, "OK, young man, we know you're the one who wrote all over the walls in the john. I recognize your writing. Didn't you even have the brains to disguise your writing?" You know you didn't do it and you're furious because he's accusing you. What do you say

or do now?

- 8 - S is polite, conciliatory and respectful, but he assertively and convincingly denies having defaced the walls. EX: But I didn't do it, Mr. Redford. I know I've done things like this in the past, but I'd never do something like that now. That's the truth.
- 6 - S is respectful, and he defends himself, but less assertively or convincingly, or he suggests that they check the handwriting against his own, or he ignores the teacher and goes to see the principal. EX: All I know is I didn't do it. How do you know someone didn't disguise his writing to look like mine?; You have no proof that I did it. I know I didn't do it. Just because you don't like me doesn't mean that you can accuse me of something I didn't do.
- 4 - S simply says he didn't do it, without any further explanation, OR he defends himself ineffectively, OR he non-hostilely asks for proof.
- 2 - S walks away without saying anything, OR he is disrespectful or uses profane language, OR he challenges the teacher to prove that he did it, in a hostile manner. (These answers might lead the teacher to suspect that S really did do it, because

of his tone or words). EX: Prove it! Just try and prove it! If you can, fine, but if you can't, forget it.; You'd better find the right person (smiles to provoke teacher).

0 - EITHER S admits to it or he hits the teacher, or he leaves school, or skips the rest of the day, or actually quits, or vandalizes the school later on.

22. You're walking along a side street with a friend, and he stops in front of a '72 Malibu. He looks inside and then he says excitedly "Look man, the keys are still in this machine! Let's see what she can do. Come on, let's go!" What do you say or do now?

8 - S refuses assertively; he may point out the risk involved or ask the friend how he would feel if someone stole his car. EX: Forget it, buddy; No man, count me out; How would you feel if someone took your car?

6 - S refuses, but less assertively, making it possible that the friend will subject him to further pressuring.

EX: No; What do you want to do that for?

4 - S says that he will not do it, but he does not try to stop his friend from doing it, e.g., That's not

for me, but go ahead if you want to.

2 - (Do not use a score of (2) for this item. All incompetent responses are scored (0).)

0 - EITHER S agrees to steal the car or borrow it for a while, or he tells his friend to take it and pick him up somewhere else in a while.

23. You're about an hour late getting to your part-time job in a supermarket because your car ran out of gas. You feel pretty dumb about that and you know your boss will be mad, because this is the busiest time of the day in the store. You punch in at the time clock and he comes storming over to you and says, "You're fired! I've put up with you kids being late and not coming in one time too many. Starting with you, anyone who comes in late gets canned!" What do you say or do now?

8 - EITHER S is polite, respectful, and apologetic and explains fully what happened OR he asks if he can talk to the boss about it later. EX: Can I finish this day and then talk to you after?; Could we talk about this a minute? I'm really sorry I was late. I ran out of gas and that was stupid of me but otherwise, I'm doing a good job around here and it really isn't fair to punish me for what other guys have been doing.

I really would appreciate it if you'd give me another chance.

- 6 - S apologizes OR he is polite and respectful but his explanation is less complete or less convincing than those scored (8).
 - 4 - EITHER S merely promises that it won't happen again or says that it happens to everybody sometimes, OR he accepts being fired, without saying anything, or with exaggerated politeness, OR he presents vague, poor excuses for his lateness, OR he says he'll get his parole officer.
 - 2 - S announces that he's quitting, OR response is mildly disrespectful.
 - 0 - S is very rude or disrespectful or he hits the boss or does something illegal such as coming back at night to vandalize the store.
24. It's Saturday night and your parents are staying home. You ask your father for the car so you can drive to your buddy's house on the other side of town. Your father says no, that your friend can come over in his own car, to pick you up. He says, "You kids think you can do just what you want when you want! You always want the car on Saturday night but never on Sunday morning when I wash it! You don't

take any responsibility around here for anything. You're just a lazy, selfish kid! You've always had things given to you. You've never had to work for anything." What do you say or do now?

- 8 - S is respectful and conciliatory; he points out other chores he does, OR he offers to wash the car or pay for the gas. EX: Don't get all upset about this, dad. I'll help you wash the car tomorrow and I'll put in a full tank of gas when I'm through.
- 6 - S is polite and respectful and reasonable, but he does not agree to help wash the car or do more work around the house.
- 4 - Response is irrelevant or it does not resolve the situation but it does not aggravate it any further either, e.g., S calls his friend to pick him up.
- 2 - S walks away or acts sullen or badgers father for the use of the car but without presenting any reasonable arguments or offers to help, OR he asks someone else if he can use their car. EX: Can I borrow the car tonight? I need the car; Well, forget it then.
- 0 - S is rude or disrespectful OR he steals a car or does something else illegal in response. EX: You're the selfish one; Well ____ you then.

25. You have a part-time job as a stock clerk in a discount store and one of your friends has been after you to steal him a battery for his car. You figure it wouldn't be too difficult because lots of times you're alone in the stock room and there's nobody who could see you. Your friend knows this too. Tonight he says, "Come on man, tonight would be a perfect night with your boss going home early. There won't be anyone in that back room. How about it?" What do you say or do now?

8 - S refuses, definitely and assertively. EX: No Sir!
I don't need that kind of trouble.

6 - S refuses, but in a less assertive manner, making it possible that his friend will subject him to further pressuring. EX: No, I don't think so.

4 - S refuses, but makes up a lie as an excuse, e.g., there will be somebody there, or they take inventory every week. OR he says he'll buy the friend one as a present.

2 - S gives the impression that he will steal it, whether or not he really will. EX: I'll see about it; I can't make any promises.

0 - S agrees to steal the battery or to do something else, like leaving the back door open, to make it possible

for his friend to steal it himself, OR he says he'll steal the friend one from a car in the street.

26. You're watching TV in your living room one Saturday afternoon, with a friend. Your father comes in, looking mad. He says, "Your room has been looking like a pigpen this whole week, and I'm getting sick and tired of it. You kids think the whole world owes you a living. If you want to live around here, you're going to have to do some of the work. I want you to get right up there this minute and clean up that room, and do it right!" What do you say or do now?

8 - S is polite and respectful, and he EITHER goes upstairs and tackles the room at this time, or he quietly sets a time after the show is over and asks if it is all right if he waits till then. EX: Dad, there's a real important basketball game on right now and I want to see the finish. I guarantee I'll do it right after. No more delays.

6 - S agrees to do it, but in a way which is intended to make his father feel guilty, or he adds a few words to argue against his father's criticisms, but response is not as convincing as those scored(8).

4 - No specific criteria...S won't make his father any less angry or any more angry.

- 2 - Whether or not he agrees to clean up the room now, S's response is disrespectful or provocative and likely to anger his father; OR he goes to his room and sits there without cleaning it.
- 0 - EITHER S refuses to clean the room at this time without saying anything about getting to it later OR he refuses to clean it at any time, OR he leaves the house to get away from his father; OR he gets someone else to do it for him.
27. You have a friend who's a few years older than yourself. He's been in trouble with the law a lot and he's even been to prison, but he's out now. You really like him a lot and respect him and you wish he would like and respect you too, because he's a popular man in the neighborhood. He comes to your house one night and he tells you that he and another man are going to hold up a gas station out in the country. He says, "You want to come along? We think you could be a big help to us." What do you say or do now?
- 8 - S refuses, definitely and assertively, without making up excuses and without sounding self-righteous. EX: Look, I think you're a great guy and I like you a lot but there's no way I want to get involved in that stuff; No, that's not my thing; No, that's a little

heavy for me.

- 6 - S refuses, but in a less definite or less assertive manner, OR he sounds pompous or goody-goody. EX: Thanks anyway, but I'd rather not; Nope, I don't want to go to jail; I can't!; I gotta stay home.
- 4 - S is wishy-washy, does not give a definite answer.
- 2 - S lies or makes up an excuse to get out of it.
- 0 - S agrees to participate in the robbery, or to drive the car or even just to go along without participating in the actual crime.

28. You're looking for a job, and as you pass the local McDonald's, you notice a sign in the window that says "Part-time help wanted." You go in and ask for the manager. He comes to the counter. What do you say or do now?

- 8 - Response is brief and grammatical; S either asks to apply for the job or requests more information about it. EX: I saw your sign in the window and I'd like to apply for the job; I'd like to find out about the job you have available.
- 6 - Response is basically good but it either lacks self-confidence or it says too much all at once, or it is overly wordy or rambling or very ungrammatical.
- 4 - No specific criteria...response isn't likely to impress

or to offend the manager. EX: I'd like an application; Can I fill in an application form.

2 - S sounds dumb or unreliable or irresponsible, and is not likely to impress the manager.

0 - S is EITHER disrespectful or rude or so casual that he gives the impression that he really doesn't care if he gets the job or not.

29. You're at a party and all the people there are smoking grass. You used to do a lot of smoking yourself, but now you're on probation, because you got busted. Everyone knows you used to smoke. Your girlfriend offers you a joint. What do you say or do now?

8 - EITHER S leaves the party when he discovers others are smoking, OR he refuses, briefly and assertively, explaining honestly why he can't smoke. EX: No thanks, honey, I have to be a super-kid for a while; No thanks, but I'm open for other offers.

6 - S refuses, but his answer is either long, rambling or unassertive (leaving him open to further pressuring). OR he makes up an excuse. EX: I'm not in the mood; I'm too tired already; he just says "no," without any explanation.

4 - S refuses, in a manner which is likely to alienate

his girlfriend (e.g., too goody-goody or holier-than-thou).

2 - S suggests that they go smoke somewhere more private, where there is less risk of getting caught.

0 - S agrees to smoke.

30. You ask the girl who sits next to you in study hall if she'd like to see the show Sat. night, and she says, "I'd like to, but my father won't let me go out with boys who are on parole." What do you say or do now?

8 - S asks if he can meet her father to explain the situation and demonstrate to him that he has matured and is responsible. EX: Could I meet your father and explain the situation to him?; He probably has some wrong ideas about what parolees are like. How about if I come over and talk to him?

6 - S asks if he can meet her father, but without any further explanation, OR he explains how he has matured to the girl but not to her father.

4 - S accepts her refusal passively, without taking any action to change the situation in his favor. Response is quiet and not antagonistic. EX: OK; I guess that's your decision.

2 - EITHER S questions her father's right to make such

a rule OR his response is irrelevant or meaningless.

EX: Are you your father? So what?; Who does he think he is?

0 - S is very disrespectful toward her father or curses him out OR he tells the girl to call him behind her father's back OR he suggests that she sneaked out, or not tell her father that he's on parole, or lie about who she's going out with or where she's going.

EX: How would your father know?; Tell him you're going to study with a girlfriend and I'll meet you downtown.

31. What if she had agreed to go out with you, but when you went to pick her up Saturday night, her father met you on the porch and said, "Sandra is not going out with you tonight or any other night! She's a good girl, and I don't want her to ruin her reputation by being seen with a boy who's done time." What do you say or do now?

8 - S politely asks if he can talk to the father further. Response is a wedge that opens the conversation. EX: Can I sit down and talk with you for a few minutes so you can get to know me? Maybe you'll change your mind; Could we talk about it, Mr. Jones? Maybe I can convince you that we're not all that bad if you get to know me a little better.

- 6 - S launches into his defense immediately; he politely, respectfully, and convincingly admits that he did do something wrong, but emphasizes that he has changed now and would appreciate a chance to demonstrate that.
EX: I was there because I did something wrong, but I know what it was now, and I've changed, and I guarantee nothing like it will happen again.
- 4 - EITHER S is polite and respectful, but less convincing in stating that he has changed, OR he says he won't influence the girl badly, OR he gives up without trying to change the father's mind, OR leaves.
- 2 - EITHER S asks whether the father ever got into trouble as a youth, OR he is mildly provocative, OR he challenges the father's right to screen his daughter's dates. EX: It's your daughter's decision; I think you're the one who's ruining your reputation; Didn't you ever do anything wrong when you were a kid? I'll be back!
- 0 - Either S ignores the father and asks the girl to sneak out, OR he insults or hits the father. EX: ____ you!; Go to ____!
32. You're out on parole after a 10-month stay in a boys' school for truancy and car theft. It seems like your troubles

just started when you got home. Some of the guys at school treat you like you're a hardened criminal. You're at your gym locker, changing into your gym things, and a guy asks if you'll lend him a quarter. Another guy, who you don't know well, and who is about your size, says to him, "What? You gonna take money from a jailbird?" What do you say or do now?

- 8 - EITHER S ignores the second boy and gives the quarter to the first boy, OR he gives a brief humorous response to either one, which should shut up the second boy, without provoking a fight. EX: I'm an ex-jailbird (and give a broad smile, and keep your cool); Should buy you as much as any other quarter (laugh at him, and give the second boy a dirty look).
- 6 - Response is non-antagonistic, but less effective than those scored (8) because it is less concise or less humorous. EX: Here's the quarter. It's just as good as any quarter he would give you.
- 4 - S's response is ineffective, because it responds to the content of the second boy's taunt, by denying it or otherwise disputing it. It's such a stupid insult, it shouldn't even be dealt with. EX: I spent my 10 months at Wales and I'm not going to look back. I'm

just going to look forward. (Response is not likely to provoke a fight but it does indicate that S is rattled).

2 - S's response is provocative, insulting, or antagonistic, and likely to lead to a fight. EX: Would you mind repeating that (and walk up to him with my fist doubled up); You're jealous?; Get your ____ out of here before I beat you up.

0 - S takes the second boy's money, OR he fights or takes the first swing at the second boy. If he says he would only fight if the other swung first, score (2).

33. You're in a job interview, and you really want the job because the pay is good and the hours aren't bad. The interviewer seemed interested in you till he found out you were on parole. Now he says, "We have a policy of not hiring anyone who's on parole. We've had too many problems with you boys in the past. Sorry." What do you say or do now?

8 - S is assertive, polite, and reasonable, and he clearly and concisely asks the interviewer to reconsider, saying that he has changed, or that he will do a good job, OR he offers to work on probation for a while to demonstrate his competence. EX: That's too bad.

I think I could do a good job here, and I really would appreciate the chance to prove to you that being a parolee doesn't automatically mean you're going to be a problem.

- 6 - S is polite and reasonable, but EITHER he accepts the interviewer's rejection without standing up for himself, or he just isn't as clear or convincing as in responses scored (8). EX: I think I could do as good a job as anyone else.
- 4 - S's response isn't likely to improve the situation, but it doesn't make it any worse either. Responses may be long and rambling, or irrelevant, or meaningless, or just less convincing than those scored (6). EX: I have really changed; If you can't even trust a guy on parole, who's trying to straighten up, you can't trust anybody. How's he gonna change if he doesn't get a job?
- 2 - S is mildly sarcastic or antagonistic or he threatens to bring a lawsuit.
- 0 - S's response is very antagonistic, provocative, or insulting, or he hits the interviewer. EX: If that's the way you feel about it, you can stick the job up your ____!; Sorry, ____! You got a policy? Let me

read it.

34. You're on parole after nine months in a boys' school for truancy and car theft. You're back in your old school, and it's been hard, getting back in with the other students, and especially with the teachers. A couple of teachers are on your back all the time, always hassling you because of your record. Just now, one of them has surprised you in an empty classroom, where you're catching a smoke, which is against school rules. The teacher says, "OK, just what do you think you're doing in here, young man? Didn't you learn anything in that reform school?" What do you say or do now?

8 - Since the teacher's remark doesn't make sense (i.e., you didn't go to reform school to learn not to smoke in a classroom) the trick is for S to ignore the content of the criticism, acknowledge that he was doing wrong, apologize, and explain why it happened. EX:
I was just trying to catch a quick smoke to calm my nerves. It's been hard making the transition back into school and I've been feeling uptight. I'm sorry. I won't let it happen again.

6 - S uses a brief humorous response or he is either less apologetic or less respectful or he doesn't explain

why it happened; response is less effective than those scored (8) but still competent. EX: Look, I know it's against the rules and all that. I'm sorry it happened; Guess I didn't learn how not to get caught smoking. I'm sorry.

- 4 - No special criteria - response doesn't make things worse but it doesn't make things better, in terms of helping the teacher understand S's motivation for smoking, or improving their relationship or S puts out the cigarette, says nothing, and walks out. EX: I wish you'd have a smoking room around here; Lots of kids smoke in here. But you just caught me. It's not so bad.
- 2 - S responses to the teacher's question about what he learned in reform school, by saying either yes or no, OR he says he is smoking, with no further explanation. EX: yes, I learned something there; Nope, I didn't learn a thing; I'm smoking. What does it look like I'm doing?
- 0 - S's response is challenging, very antagonistic or disrespectful, or he hits the teacher, or leaves school, or vandalizes the school. EX: Why are you always on my back? I haven't done anything to you!;

What the _____ it look like I'm doing, _____?

What're you going to do about it?

35. It's early afternoon and ever since you woke up this morning, you've been in a bad mood. You feel empty, tired, a little sad, and a little angry, all at the same time. What can you do to get out of this bad mood?
- 8 - S gives one of the following constructive, active, prosocial responses: talk to somebody about the problem; engage in an activity that boosts self-esteem or bolsters self-confidence (e.g., looking at scrapbook of activities, think about good times in the past or talk them over with a friend, do something you're good at or that makes you feel good); do something that helps someone else, like community volunteer work or chores around the house.
 - 6 - S says he will do something that gets his mind off his mood, like sports or eating or movie, or talking to somebody about something else, in order to distract himself.
 - 4 - S takes a shower or keeps his mood to himself and tries not to let it show or affect his behavior.
 - 2 - S goes back to bed (or some other equally passive solution).

- 0 - S does nothing, or does something antisocial or illegal, like teasing people, talking back to people, taking dope, or drinking.
36. You're 13 years old, and that's too young to get a regular part-time job. But you need money badly, for clothes, and snacks, and to take your girl out. Your parents can't afford to give you much money. How might you go about getting some money?
- 8 - Odd jobs, newspaper route, painting or home repairs, rake leaves, shovel snow, babysit, etc.
- 6 - S mentions only one seasonal activity, which would not provide money year-round (e.g., shovel snow or rake leaves).
- 4 - S lies about his age and gets a regular part-time job.
- 2 - S borrows money from someone else, or convinces someone else to give him money.
- 0 - Any illegal activity - e.g., pushing dope, snatching purses, theft, shoplifting, etc.
37. It's Saturday morning and you have nothing planned for the whole day. There's nothing to look forward to, all day. You feel bored already, just thinking about it. You need some kicks. What can you do to go about solving this problem?

- 8 - S mentions two or more different prosocial activities (sports, hobbies, movies, errands, housework, concert, volunteer work, music, eat at restaurant, study).
 - 6 - S mentions only one of the above OR says he'll get together with his friends and do whatever they're doing (as long as it's legal).
 - 4 - S says he'll go driving or "messaging" around and see what comes up, with no more concrete plans mentioned, OR he says he'll organize a party.
 - 2 - S says he'll go back to sleep, or pick up a girl he doesn't know.
 - 0 - S mentions any illegal or antisocial activity - e.g., drinking, dope, drag-racing, teasing somebody, getting into a fight, making fun of people.
38. It's Thursday night, and you're home, studying for an algebra final exam you'll have the next day, on Friday. The phone rings, and it's your buddy Dave. He tells you that his cousin just dropped off two tickets he couldn't use to a sell-out rock concert that very night. He's really excited about the concert, and he says that you can come too, for free. Now this is a problem. You're sick of studying, and you'd love to go, but if you go, you won't have enough time to study algebra. It's your worst course,

and you're behind in it, and you need all the time you can get, or there's a good chance you'll flunk. He says, "I'll be over in half an hour to pick you up." What do you say or do now?

8 - S turns down the concert, honestly explaining why, and keeps studying.

6 - S turns down the concert but makes up some excuse so Dave won't think he's a grind, and keeps studying, OR goes to the concert but makes up for the study time by studying when he gets home or by getting up extra early in the morning.

4 - S goes to the concert and studies the next day during school, in study halls.

2 - S goes to the concert and makes up the studying time next day in school, by cutting classes.

0 - S goes to the concert and makes no special plans for studying, OR he takes the test with as much studying as he's done to this point, OR he cuts the class, or drops out of school, or cheats on the exam.

39. Your parents never seem to like your friends. They say they're dirty, or that they have no manners, or that they'll get you into trouble. Joe, a new friend, has just left your house after his first visit over to your place. After

he's gone, your mother gets on his case, and calls him a good-for-nothing and forbids you to see him again. How will you go about handling this problem? What will you do?

- 8 - EITHER S asks his mother to reserve judgment and let him continue to bring Joe home so she can get to know him better, OR he reasonably and articulately argue that he is old enough to be trusted to pick his own friends OR he obeys her and doesn't see Joe again.
- 6 - S asks his mother what she doesn't like about Joe and tries to correct her impressions.
- 4 - Content of response is same as in those responses scored (8) or (6) but it is less articulate and less convincing. OR S uses poor arguments, e.g., Joe won't influence him, or he is as bad as Joe anyway. OR S asks Joe to change to please his mother.
- 2 - S is disrespectful and/or says his mother doesn't have the right to pick his friends.
- 0 - Either S insults his mother's friends, OR he says he'll continue to see Joe, either with or without his mother's knowledge, but doesn't make any effort to try to change her mind, OR he lies about his companions and continues to see Joe.

40. The girl you've been going out with just broke up with you. She said that you're OK, but she'd like to go out with other guys too. You still dig her, and you're hurt that she doesn't want to go out with you and continue to be your girl. You're in a terrible, miserable mood. You feel really down. How will you go about solving this problem?
- 8 - EITHER S talks to somebody about how bad he feels, OR he tries to meet and date other girls he's met in school, church, prosocial activities, or through friends.
 - 6 - S gets involved in an activity which takes his mind off the problem or begins to do things with his boy friends.
 - 4 - S tries to convince the girl to keep dating him, as his steady, OR he accepts the situation and does nothing at all about it.
 - 2 - S tries to meet other girls, by picking up girls he doesn't know, or meeting them in a bar or pool hall.
 - 0 - S beats up the girl or a boy he sees her with, or he gets drunk or takes dope or engages in any other illegal or antisocial activity to make himself feel better.
41. You are 13 years old and have a newspaper route in your

neighborhood. You usually work from 4 to 6 every afternoon. Your customers rarely tip you. Today it's cold out, and you're tired, and you just don't feel like delivering the _____ papers. You feel like setting fire to the whole stack of them. What will you do?

- 8 - S says that he will deliver them anyway. He may or may not add that he will think about quitting.
- 6 - S says he will get someone else to deliver them and will pay that person to do it.
- 4 - No specific criteria.
- 2 - S says that he will deliver them haphazardly or late, OR get someone else to help him, OR get someone to do it for him without paying him for his help.
- 0 - S says he will set fire to them OR just won't deliver them, OR destroy them and call for a new shipment, to stall for time.

42. You've been having trouble in geometry class because the work seems too hard for you. But you've felt embarrassed to tell the teacher it's too difficult for you. So what you've been doing is cutting classes. Now it's a week before a big exam, and you're completely lost. You don't know what's going on. What can you do to go about solving this problem?

- 8 - Ask the teacher for help, being apologetic and explaining honestly why you're behind.
 - 6 - Ask a bright student in the class for help.
 - 4 - Study hard on your own and attempt to make up the work before the test, then take it, without seeking any extra help.
 - 2 - See your guidance counselor and try to drop the course, or substitute an easier one for it, or re-take it next semester OR explain the situation to your teacher without asking for help.
 - 0 - Continue cutting classes, including cutting the exam, or have someone else take it for you, or cheat on it, or hand in a blank test or take it and flunk, without making any effort to get help, or quit school, or vandalize school, or any other antisocial or illegal response.
43. It's Friday night and you have the car but you don't have anywhere to go. The evening stretches ahead of you, empty. You're bored, and you feel restless, and you wish there were some excitement. What can you do to go about solving this problem?
- 8 - S becomes involved in an activity in which it is not likely that he will get into trouble, e.g., a quiet

drive in the country, a movie, a visit to a friend, sports activities, etc.

- 6 - Drive around and look for a party.
 - 4 - Just drive around (no goal mentioned).
 - 2 - Pick up a girl (except if it's done in a bar, which is scored 0) or engage in any activity which is not law-breaking in itself, but which might lead to antisocial or illegal behavior, e.g., drive around looking for action, pick up hitchhikers, make fun of people, etc.
 - 0 - Any activity which by its nature is aggressive or illegal or antisocial, including drinking, taking dope, dragracing, going to a bar, etc.
44. Your mother is always hassling you about going to church on Sundays. You think the whole church bit is hypocritical, boring, and irrelevant to your life, but your mother loses her temper every time you say you won't go, and you end up arguing about it all day. You wish you could settle this once and for all. How can you go about doing this?
- 8 - EITHER S talks reasonably to his mother and attempts to convince her that it doesn't make sense for him to go if he doesn't believe in it. OR he convinces her to let him go to an alternate church, OR he gets

involved in the church to try to change it to make it more liberal and relevant, OR he talks to his priest or pastor for guidance, OR he agrees to go to church until he reaches 18. If S says this would never be a problem for him because he believes in going to church, score him 8 also.

- 6 - S tries to reason with his mother but the arguments he outlines seem less convincing than those scored (8).
- 4 - No specific criteria (won't improve situation but won't aggravate it further either).
- 2 - S reasons with her, but is disrespectful or antagonistic.

APPENDIX D
Problem Solving Alternative Test

Problem Solving Alternatives

Name _____ Your initials _____

Dormitory _____ Date _____

Test No. _____

Instructions: "I'm going to tell you some things that happen to people. I'd like you to think of all the things the person in the story could do to take care of their situation. Tell me everything that comes into your head. Don't worry about being right or wrong because there are no right or wrong answers."

Reinforce the participant's efforts to give you solutions. Do not make judgemental statements about their answers. Always prompt him to generate more solutions by saying, "What else do you think he might do?" or "Can you think of anything else?" Present the questions as if talking about a third person (e.g., "What else can he do?"). Write down each solution verbatim as you receive them.

Story 1: John wants to watch his favorite television program but another person is watching another program. What can John do so that he can have a turn watching T.V.?

Story 2: Victor wants people to listen to him but no one ever does. What can Victor do to get listened to?

Story 3: John is browsing in a discount store with a friend. John is looking in the sporting goods section. He looks around

and notices that the glass case where they keep hand guns is open and the guns are just lying there where you can reach in and grab them. There's nobody in sight, no customers and no employees. John's friend says, "Quick man, let's take some!" What does John do or say now?

Story 4: One of Steve's friends (Bill) really likes a girl named Debbie, but they're not going steady. Steve thinks that Debbie is pretty nice too. He went out with her Saturday night. They both had a good time. Someone must have told Bill about Steve and Debbie's date because he came running up to Steve at school and said, "You dirty cheating bum! I just heard that you went out with Debbie. I'm gonna knock your ugly face in!" What can Steve say or do now?

Scoring Alternatives

Alternatives (Alt's) should be scored when the protagonist makes a direct verbal or physical action in an attempt to solve the conflict.

Story 1 John wants to watch his favorite T.V. program but someone else is watching the television. What can John do so he can have a turn watching television?

Alternatives for Story 1 include verbal requests, physical or verbal retaliation, compromise, or giving in.

e.g., 1) convince him to change it

- 2) ask him if I could change it
- 3) take a vote
- 4) just change it
- 5) just leave it
- 6) wait until the person is done
- 7) tell the guy he has a call (so he'll leave the area)

Story 2 Victor wants people to listen to him but no one ever does. What can Victor do to get listened to?

Alternatives for Story 2 include verbal requests, getting to know each other, making oneself more interesting, attention seeking behaviors, and improving one's style.

- e.g.,
- 1) ask for other's attention
 - 2) try to talk to people on a one-to-one basis
 - 3) talk to people about interesting things
 - 4) talk loud
 - 5) put a sign on your shirt
 - 6) interrupt others
 - 7) present self clearly
 - 8) kick them and make them listen

Story 3 John is in store with his friend. John's friend wants him to steal some guns. What can John say or do?

Alternatives for Story 3 include saying "yes" or "no" or trying to talk the person out of stealing.

- e.g.,
- 1) go along with it
 - 2) say "no"
 - 3) talk him out of it
 - 4) "you go ahead if you want, I don't need one."

Story 4 Steve dated a girl that his friend liked. Steve's friend found out about the date and was very angry at Steve. He threatened to beat Steve up. What can Steve say or do?

Alternatives for Story 4 include verbal or physical retaliation, reasoning responses, walking away, and blaming someone else.

- e.g.,
- 1) make him understand that Debbie doesn't belong to him
 - 2) explain to Bill they just went on a date
 - 3) get in a fight
 - 4) laugh at him
 - 5) walk away
 - 6) say, "she asked me out."
 - 7) let the girl decide

Story 5 John wants to lend some money to a friend. Some other guys are teasing John's friend for taking money from a

jailbird. What can John say or do?

Alternatives for Story 5 include aggressive responses, ignoring, or assertive responses.

- e.g.,
- 1) "what did you say?"
 - 2) "i'd punch him"
 - 3) ignore him
 - 4) tell him it's none of his business
 - 5) don't say anything, just give the guy the money
 - 6) tell him not to say that about him
 - 7) say, "sure why not."

Scoring Solution Variants

Variants (Var's) are variations on or elaborations of a theme originated in a previous Alt. given to the same story. The following is a list of rules to consider when scoring Alt's and Var's.

Rule 1: A var. should be scored when the verbs or action remains the same but the object of the verb; e.g., location, person, thing or time of the action, is varied.

e.g.,

- | | | |
|---------|--------|---|
| Story 1 | *(Alt) | tell the other guy the
room is on fire |
| | (Var) | tell the other guy that |

he's got a phone call

*(Alt) tell the guy you'll kick
his ____

(Var) tell the guy you'll punch
him out

Story 2 *(Alt) ask others for attention

*(Var) ask others to listen to you

*(Alt) put up signs

(Var) put signs on his shirt

Story 3 *(Alt) no, I don't think so.

(Var) no, I don't want to.

(Var) no, it's against the law.

*(Alt) if you want guns so bad, why don't
you get them yourself?

(Var) no, you go ahead

(Var) if you want one, you get one, I
don't need one

*(Alt) o.k. let's get some

(Var) o.k. let's do it

Story 4 *(Alt) go for it, hit me!

(Var) go ahead, just try to start a fight!

*(Alt) walk away

(Var) don't do anything

Story 5 *(Alt) punch him
 (Var) fight him
 *(Alt) tell the guy to shut-up
 (Var) tell the guy to bug-off

Rule 2: Asking versus telling versus pleading.

Different ways of asking or telling someone to do something should be scored as different Alt's. Questions, pleas, assertive verbalizations and aggressive verbalizations all represent distinctly different alternatives and should be credited as unique solutions to the problem.

e.g.,

Story 1 *(Alt) tell the dude to change
 the channel
 (Alt) ask the guy if he'll
 change the channel
 Story 2 *(Alt) shout to people, say,
 "Hold it! I want to say something!"
 (Alt) ask people to listen to you
 Story 3 *(Alt) "Yes, let's do it!"
 (assertive)
 (Alt) let's check it out first
 (non-assertive)
 Story 4 *(Alt) go for it, hit me

- (Alt) do you really want to hit me?
- Story 5 *(Alt) tell the guy to shut-up
and leave him alone
- (Alt) ask the guy if he wouldn't mind
leaving

Rule 3: Verbalizing versus carrying out an action.

Carrying out a suggested solution to the problem versus having the protagonist say or suggest the solution, should be scored as Alt. and Var.

e.g.,

- Story 1 *(Alt) say, "Hey, dude, change
the channel."
- (Var) tell dude to change the channel
- *(Alt) If you're not interested in this
show,
I'd like to watch something else.
- (Var) ask the guy if he's interested in
the program, if not, you could
put on the program you want.
- Story 2 *(Alt) Say, "Hey, I'd like to
talk to you."
- (Var) try to sit down and talk to people
on a one-to-one basis

- Story 3 *(Alt) no, it's against the law,
forget it
- (Var) I wouldn't talk him out of it
- Story 4 *(Alt) "go for it! Hit me!"
- (Var) tell him you want to fight
- Story 4 *(Alt) I'm not a jailbird, don't
call me that!
- (Var) tell the guy to shut-up and quit
calling him names

Exceptions: If verbalizations of a solution represents a different strategy than carrying it out, usually a threat versus an action, two alternatives should be scored.

e.g.,

- Story 1 (Alt) tell the other guy you'll
kick his ____
- (Alt) kick his ____
- Story 5 (Alt) do you want me to punch you out?
- (Alt) fight him

Caution should be taken when using this rule, for occasionally the action is irrelevant while the verbalization is acceptable.

e.g.,

- Story 1 (Alt) no, I don't want to

- (Irr) he wants to say no to his friend
- Story 6 (Alt) look, I'm mad at the way
you're getting on my back
- (Irr) Steve should be mad at Bill

Rule 4: Generic followed by a specific or specific followed by a generic. If a subject gives a global response and then follows it with a specific example or vice-versa; i.e., specific followed by a generic, the specific response should be scored as the alternative and the global response as the variant.

e.g.,

- Story 1 (Alt) he can watch his half
and I'll watch mine
- (Var) compromise
- (Var) be demogratric
(specific followed by generics)
- Story 4 (Var) compromise with Bill
- (Alt) try to work out problems in a way
that they're both happy
(generic followed by a specific)
- Story 5 (Var) try and be nice and calm
about it
- (Alt) talk to other guy and tell him that

this person is his friend and that
 he wants to lend him money (generic
 followed by a specific)

Rule 5: Of, and, or, like, and other conjunctions within
 the same sentence. Two statements connected by "and" in which
 one involves a rephrasing, clarification, or elaboration of the
 other; only one alternative should be scored. Statements may
 involve two actions however represent one thought that is
 occurring at one point in time.

e.g.,

Story 1 (Alt) wait until the other
 person is done; then see if others
 want to watch what he wants to
 watch

Story 2 (Alt) wait until the person
 is alone and then try to talk with
 him

Story 3 (Alt) go ahead and John could
 meet his friend outside (an
 elaboration)

Story 4 (Alt) explain to Bill that we
 went out for a date and nothing
 serious;

we're just friends

Story 5 (Alt) talk to the other guy
and tell him that the other guy
is his friend (Var) and he wants
to lend him money (two actions
however this is an elaboration
of one thought occurring at one
point in time)

Two statements connected by "and", "or", or other
conjunctions in which two separate actions or points of time
are indicated, should be scored as separate alternatives.

e.g.,

Story 2 talk loud
(Alt) or yell something in the form
of swear words
(Alt)

Story 3 no, you shouldn't
(Alt) and tell the
store manager
(Alt)

Story 4 tell him Deb isn't his girl
(Alt) and hit him
(Alt)

Scoring Irrelevant Responses

In all of the stories, a response is to be scored irrelevant (Irr) if it is completely unrealistic or excessively vague; a nonprotagonist initiated act, irrelevant to the story or a misrepresentative of the story or a mere repetition or rephrasing of the story problem.

e.g.,

- | | | |
|---------|-------|---|
| Story 1 | (Irr) | he didn't want to watch
his show anyway |
| | (Irr) | the T.V. was not working right |
| | (Irr) | he would like to watch his T.V. show |
| Story 2 | (Irr) | he talks too loud (reason
for the problem, not a solution) |
| | (Irr) | nothing (too vague) |
| Story 3 | (Irr) | come back and get more |
| | (Irr) | sell the guns |
| | (Irr) | go and kill someone |
| | (Irr) | ask someone to get it while he
watches |
| Story 4 | (Irr) | he should have gone to
Bill before he went out with her |
| | (Irr) | Continue the relationship with Deb |
| Story 5 | (Irr) | yes, would give money |

(misinterpretation)

(Irr) I need money now

(Irr) I'll give you a quarter

Effective Scoring Procedures

Each solution is rated on 5-point effectiveness scale (1=minimally effective, 5=maximally effective). In the following section general guidelines for scoring effectiveness are presented as well as several examples at each level of effectiveness for each of the four stories. Each of the ratings given as examples represents either the mean or the mode (most frequent score) given by six independent adult judges.

The following guidelines should be used in scoring effectiveness:

1) First, compare the solution with the examples provided for that story. If the solution is the same as or a slightly reworded version of the example, it should be given the same effectiveness rating as the example.

2) If the solution does not appear as an example, then the example should be used as a general guideline in making a scoring decision. If the solution seems similar in content to one of the examples, it should receive a comparable effectiveness rating. For example, in Story 1, the responses; Ask; "may I turn the channel to watch my program?" and Ask person if he can

change it; appear as examples whose effectiveness ratings are

5. The responses, ask, "may I turn the channel to watch my program?" or ask nicely and tell him other program is better; do not appear as examples but are similar in that the statement involves a request for change. In cases such as these, where the difference is slight, the same effectiveness rating should be assigned.

3) If a solution is not among the examples provided and does not appear similar to any of the examples, the following criteria should be used to determine an effectiveness rating.

a) Maximizes positive consequences: This refers to the extent to which the solution increases the likelihood of a positive outcome for the people involved in the story problem.

b) Minimizes negative consequences: This is the extent to which the solution decreases the likelihood of a negative outcome (such as physical injury or hurt feelings) for each character involved.

When considering possible positive and negative consequences of a solution, it is helpful to think in terms of the feelings, thoughts or possible reactions of all story characters. However, the first priority in rating effectiveness is to consider the affect of the statement on the protagonist. For example, in Story 4, "walking away" should lead to good or no

consequences for the protagonist in that he will probably not get into a fight. However, the solution, "Explain to Bill that they went out for a date and we're just friends," would probably lead to mostly positive consequences for both parties. Thus the first example would receive an effectiveness rating of 3.5 and the latter a rating of 5.

It is also important to consider both short and long term consequences of a solution. For example, in Story 1, finding another T.V. is an effective alternative in that the person will eventually be able to watch his program. This alternative could be effective in the long run however it does very little in terms of solving the immediate problem. This solution should receive an effectiveness rating of 3.5.

c) Do-ability: It is also important to consider the extent to which a solution is do-able or realistic. For example in Story 2, "putting a sign on his shirt" may seem like one solution in getting people to listen to you, however it is unlikely that people will listen to you because you wear a sign that says you want to be listened to.

d) Hierarchy of Effectiveness: In making scoring decisions it is helpful to arrange solutions or types of solutions into a hierarchy of effectiveness. In each of the stories, assertive solutions are generally considered to be the

most effective (e.g., no, I don't think so or no, that's against the law, forget it). Assertive solutions are followed by nonconfrontative solutions (e.g., buy a stereo to carry around so people will listen and pay attention or let him watch his program and watch it with him). Solutions that indicates seeking help would probably be scored similarly to nonconfrontative solution (e.g., get gang for support). Verbal and physically aggressive solutions would be scored as the least effective solutions (get in a fight or ____ back at him).

Finally, after weighing each of the above criteria equally, solutions should be rated for effectiveness according to the extent to which the solution solves the problem and reaches the desired outcome.

Below and on the following pages is a set of effectiveness scoring guidelines for each of the stories. When using these guidelines it is helpful to keep in mind the general rule that if the solution is similar to the example but is somewhat vague, unrealistic, or less directly related to the story problem, it should be given the next lowest effectiveness rating.

Effectiveness Rating for Story 1 - Watching T.V.

General Guidelines

A) Verbal Assertion: Attempts to solve the problem by asking in a nonthreatening manner if he can watch his

television program should be given an effectiveness rating of 5.

- e.g.,
- 1) Ask person if he can change it
 - 2) Ask, may I turn the channel to watch my program?
 - 3) Ask nicely and tell him the other program is better
 - 4) Ask the guy if he is interested in the program, if not you could put on the program you want

Verbal assertion that indicates compromising or bargaining (not bribing) should be given effectiveness ratings of 4.5 to 4.

- e.g.,
- 1) He can watch his half and I'll watch mine
 - 2) Be democratic

B) Nonconfrontative Behaviors: Letting the other person watch his program or finding another television are scored 3.5.

Exceptions: Nonconfrontative responses that imply a negative attitude on the part of the protagonist or responses that imply a possible negative consequence are scored 1 or 1.5.

- e.g.,
- 1) Change T.V. himself (1.5)
 - 2) Turn T.V. off so no one can watch it (1)

C) Help Seeking: When the protagonist is seeking help from someone other than the antagonist, the effectiveness ratings is generally a 2.5 or 3.

- e.g.,
- 1) get other's to overrule the other guy's choice (3)
 - 2) get gang for support (2.5)

D) Verbal Aggression: Lying, or threats are rated as 2 or 1 depending on the amount of harm that is implied.

- e.g.,
- 1) tell the other guy the room is on fire (2)
 - 2) tell the other guy you'll kick his ____ (1)

E) Physical Aggression: Physical aggressions such as hitting or other forms of fighting are given an aggressiveness rating of 1.

- e.g.,
- 1) Show him you mean business by pulling him out of his chair.

Specific solution Examples for each of the effectiveness levels:

Story 1 - Watching T.V.

One's

- tell other guy you'll kick his ____.
- turn T.V. off so none can watch it
- change T.V. himself (1.5)

Two's

- tell other guy room is on fire

- leave
- tell dude to change the channel
- tell other guy he has a call (2.5)
- get "gang" for support (2.5)

Three's

- get others to overrule the other's choice
- find another T.V. (3.5)
- Let him watch his program and watch T.V. with him (3.5)

Four's

- compromise
- be democratic
- have a vote
- make a bargain
- convince him to change it
- set out a time limit
- he can watch his half and I'll watch him (4.5)

Five's

- ask, "may I turn the channel to watch my program?"
- ask nicely and tell him other program is better
- ask the guy if he is interested in the program, if not you could put on the program you want.

Effectiveness Ratings for Story 2 - Being Listened to

General Guidelines

A) Verbal Assertion or Direct Action: Responses that request a reason or request information or feedback in a polite, nonaggressive manner are generally scored a 5. Directly asking to be listened to would also be scored a 5. Highly effective direct actions would include responses that indicate a reasonable, nonaggressive action in which listening is highly likely to occur.

- e.g.,
- 1) ask people in a polite way why they don't want to listen to him
 - 2) would you please listen to me?
 - 3) try to sit down and talk to people on one to one

Exceptions: Verbal assertions that indicate a loud voice but are not threats are generally scored under the three's.

- e.g.,
- 1) shout to people, say, "Hold it! I want to say something!"
 - 2) talk loud

Exceptions: A direct action or verbal assertion that implies aggressiveness but is not a threat or actual aggressive act should be scored 4. Verbal assertions do imply that they are given in a conversational tone of voice. Verbal assertions and direct actions that are vague or less specific than those scored

5 are scored 4.

- e.g., 1) confront person one to one (4.5)
2) present himself more clearly (4)

B) Help Seeking: Responses that indicate seeking information for advice from others are generally scored 4 (for this particular story).

- e.g.,
- 1) can talk to counselors
 - 2) go to boss with important issues

C) Nonconfrontative Direct Action: Actions that include nonaggressive, nonverbal, actions taken by the protagonist which are not directed towards a particular person; range between the three's and four's. The difference primarily lies in the specificity of the solution i.e., the more specific idea or plan will receive the higher rating.

- e.g.,
- 1) get into group communication class to learn how to get listened to (4.5)
 - 2) Find someone that will listen to him (3)

Exceptions: Nonconfrontative actions that are vague yet portray some action which is not directed at a specific person are usually scored in the two's. Nonconfrontative direct actions that are silly or unrealistic usually score in the one's.

- e.g., 1) make friends (2.5)
 2) put up signs (1)

3) Put signs on his shirt (1)

D) Verbal or Physical aggression: Responses that indicate threats or actual hitting should be scored a 1.

- e.g.,
- 1) Tell the person you'll break his arm if he doesn't listen
 - 2) throw the person who doesn't listen against the wall

Specific examples for each of the effectiveness levels:

Story 2 - Being listened to

One's

- nothing
- throw the person who won't listen against the wall
- yell something in the form of swear words
- kick their ____ and make them listen
- give money away
- make a fool out of himself
- put up signs
- put sign on his shirt
- make loads of noise (1.5)

Two's

- smoke a joint with somebody
- don't act like he always want someone to talk to
- pay them to listen to him

- buy a stereo to carry around so people will listen and pay attention
- be cool with everyone
- interrupt when someone else is talking
- keep quiet and people will pay attention later
- don't annoy people (2.5)
- make friends (2.5)
- get in front of people so they can see you and listen to you (2.5)

Three's

- talk loud
- keep on asking person questions within a certain period of time
- find someone that will listen to him
- be open
- shout to people, say, "Hold it! I want to say something!" (3.5)
- ask for other's attention (3.5)

Four's

- talk to another person
- go to the boss with important issues
- Can talk to counselors
- present himself more clearly

- approach more friends
- confront person one on one (4.5)
- wait until the person is alone, then try to talk with him (4.5)
- get into a group communication class to learn how get listened to (4.5)

Five's

- try to sit down and talk to person one-on-one
- try to talk to people on interesting things that make sense
- ask the people in a polite way why they don't want to listen to him

Effectiveness Ratings for Story 3 - Temptation To Steal

General Guidelines

A) Verbal Assertions: Statements that are direct refusal to be involved in the stealing should be scored a 5. Statements indicating a moral judgement not to steal should also be scored a 5.

- e.g.,
- 1) no, I don't think so
 - 2) John should not take what doesn't belong to him

Verbal Assertions: Statements that indirectly imply a refusal to get involved in the stealing

should be read under the 4's; e.g., the person does not actually say no. Also Direct Actions that indicate leaving the premises and/or the temptor, should be scored a 4.

Verbal Assertions: Statements that indicate refusal yet acknowledge that his friend may steal, should be scored a 3.

Verbal Assertions: Statements that indicate that the protagonist is stalling (does not say yes or no) or suggests that his friend steal the guns, should be rated as a 2.

- e.g., 1) It could be a trap to catch who steals
 2) you go ahead

B) Nonconfrontations: Statements that indicate that the protagonist is thinking about the solution (does not say anything about it) should be marked as a 2.

C) Verbal or Physical Aggression: Responses that agree to steal the guns should be rated as 1. In addition, any direct action that suggests taking the guns or inflicting harm should also be rated as one.

Specific examples for each of the effectiveness levels:

Story 3 - Temptation to steal guns

One's

- O.K. let's get some
- yes, let's do it
- fill his pockets, then his friends
- come back and get more
- hold up the store
- take guns and hurt someone
- let's check it out first
- go ahead and John could meet his friend outside (1.5)

Two's

- it could be a trap to catch who steals
- you go ahead

Three's

- if you want one, you get one, I don't need have a need or one
- think about pros and cons
- if you want the guns so badly, why don't you get them yourself

four's

- forget about it
- he would get the ____ out of there
- tell his friend he can't afford to get caught
- no, you might get caught (4.5)
- I'm not crazy

- you get it if you want, you take the risk, but don't get me involved (4.5)
- you may get caught and put in jail (4.5)

Five's

- No, I don't think so
- John should not take what doesn't belong to him
- I would talk him out of it
- No, that's against the law, forget it

Effectiveness Ratings for Story 4 - Jealous Friend

General Guidelines

A) Verbal Assertions: Responses that are clear explanations or rationalizations for the date. The protagonist is making an effort to calm his friend by presenting the explanation that he did not intend to make his friend mad. This type of response should be rated a 5.

- e.g., 1) explain to Bill that they went out for a date and nothing serious; we're just friends.

Verbal Assertions: Statements that involve the protagonist sticking up for himself or defending himself so that it appears as if he is attempting to not take the blame for his friend's anger. This type of response should be scored a 4. Also statements that indicate an explanation for the date but

are not verbalized, should be scored a 4. Nonverbalized statements in this category would not be as specific as the explanations that are scored as a 5.

- e.g.,
- 1) tell bill he doesn't own Debbie
 - 2) I wasn't trying to take her away from
you
 - 3) talk it over and tell him that Debbie
likes Steve more

Verbal Assertions: Responses that include statements that may be threatening or aggravating to the antagonist are generally rated as 3. These statements are not actual threats.

- e.g.,
- 1) since you didn't ask her out, I did
to keep her company
 - 2) can't you hold on to your lady?
 - 3) she asked me out

B) Nonconfrontations: These solutions do not include direct physical or verbal contact with the antagonist. Nonconfrontative responses are usually rated as 3.

- e.g.,
- 1) walk away
 - 2) let the girl decide

Nonconfrontations: Statements that indicate no verbal or physical solutions; i.e., extremely vague, should be

rated as a 2.

C) Verbal Aggression: Statements that indicate the protagonist is teasing or insulting the antagonist. These statements are not actual threats however are likely to prompt a fight. Statement of this type are to be rated as a 2.

D) Physical and Verbal Aggression: These statements do indicate a threat or physical contact. The protagonist is acting toward the antagonist. These responses should be scored as 1.

Specific examples for each or the effectiveness levels:

Story 4 - Jealous Friend

One's

- get in a fight
- "go for it, hit me"
- tell him you want to fight
- hit him without saying anything
- forget about the girl

Two's

- laugh at him
- cuss or swear back at him
- "you fell asleep and I didn't; I got her."
- nothing

Three's

- no, she doesn't like you, that's why I took her out

- let the girl decide
- it's none of your business
- can't you hold on to your lady?
- don't you trust her?
- she asked me out
- maybe she'll go out with you too
- tell the guy that if he can't handle the situation,
then he doesn't deserve the girl
- compromise with Bill (3.5)
- since you didn't ask her out, I did to keep her company
- walk away
- sorry about what you heard, it's a real drag

Four's

- tell Bill he doesn't own Debbie
- make him understand that Debbie doesn't belong to him
- I wasn't trying to take her away from you
- try to work out problems in a way that they are both
happy
- you never asked her out anyway and I did; it's nothing
personal
- talk it over and tell him that Debbie likes Steve more

Five's

- explain to Bill that they went out for a date and

nothing serious; we're just friends

Content Scoring

Each solution is also to be scored for content. Content is to be scored by placing solutions into one of the three categories:

1) Assertion

Verbal and Direct Action

2) Non-confrontation

Non-confrontative Direct Action and Help Seeking

3) Aggression

Verbal and Physical

The following guidelines should be used when scoring for content: Assertion - This category includes verbal assertion (which is divided into several subcategories) and direct action.

Verbal Assertion - This category includes solutions which are verbal statement (using key words such as "ask", "tell", or "say") made by the protagonist which are not aggressive (see Verbal Aggression). These statements may or may not be in the first person; e.g., "do you want to stay home" or she could say, "let's stay home." But, it must be directed toward the antagonist.

A. Ordering, stating, or proposing a solution.

Story 1: 1) Ask, "may I turn the channel to watch my

program?"

- 2) ask nicely and tell him other program is better

Story 2: 1) ask for other's attention

Story 3: 2) "you go ahead"

Story 4: 1) "maybe she'll go out with you too"

B. Invoking rules or moral values, or sticking up for oneself

Story 1: 1) set a time limit

Story 2: 1) tell people, "I'm interested, should listen to me."

Story 3: 1) "you may get caught and put in jail."
2) no, that's against the law, forget it!"

Story 4: 1) tell Bill that he doesn't own Debbie.
2) tell the guy that if he can't handle the situation then he doesn't deserve the girl.

C. Requests for relevant problem-solving information.

Story 1: 1) ask person what he wants to watch.

Story 2: 1) ask people in a polite way why they don't want to listen to him.

Story 3: 1) don't you think we might get caught?

Story 4: 1) ask, "Were you going to break up

anyway?"

2) don't you trust her?

D. Verbal requests

Story 1: 1) ask person if he can change it.

Story 2: 1) tell people to listen to him.

2) say, "Hold it, I want to say something!"

Story 3: 1) tell him, "No you shouldn't."

Story 4: 1) tell him that you want to go out with
her.

E. Verbal Invitation

Story 1: 1) ask him if he wants to watch your show
with you.

Story 2: 1) ask people, "Will you listen to me?"

Story 3: 1) ask him if he wants to do it.

Story 4: 1) why don't you join us next time?

F. Apologies

Story 1: 1) not applicable

Story 2: 1) not applicable

Story 3: 1) not applicable

Story 4: 1) sorry about what you heard, it's a real
drag.

2) say he's sorry for taking her out.

G. Bargaining and Compromising

- Story 1: 1) he can watch his half and I'll watch mine.
- 2) say, "Let's have a vote."
- Story 2: 1) say, "Can you listen to me when you have some time?"
- Story 3: 1) if you want to use a gun, why don't we go practice hitting cans with mine?
- Story 4: 1) tell him you want to talk to him and work it out; maybe you both can go out with her.
- 2) try to work out problems in a way that they're both happy.

H. Bribing

- Story 1: 1) tell the guy he can have a tape if he lets me watch my show.
- 2) tell the guy you'll pay him for one hour's work if he'll let you watch your show.
- Story 3: 1) Say, "if you don't do it, I'll lend you some money to buy one."
- Story 4: 1) if you don't hit me, I'll promise not to go out with Deb again.

Direct Action - This category includes non-aggressive, non-

verbal taken by the protagonist to solve the problem. These solutions involve returning the situation to its pre-problem state, restoring equity, or taking positive steps to solve the problem. In general, they involve an action directed towards the antagonist.

Story 1: 1) change the channel.

Story 2: 1) try to present himself more clearly.

2) get into a group communication class.

Story 3: 1) let his friend eat out of the store.

Story 4: 1) write him a note explaining the situation.

II. Non-Confrontation - This category refers to

those solutions where the protagonist seems to be dealing more directly with the personal feeling upset than with the interpersonal conflict. This involves avoiding or escaping the problem. In general, these solutions do not engage in an alternative activity.

Non-Confrontative Direct Action - This category includes non-aggressive, nonverbal actions taken by the protagonist which are not directed towards the antagonist. These solutions involve engaging in alternative activity or using other resources which require flexible or alternative thinking ability.

Story 1: 1) leave

2) find another T.V.

Story 2: 1) smoke a joint with somebody; i.e.,
engage in social activity with peers.

Story 3: 1) earn some money so that you can buy
a gun.

Story 4: 1) date other girls besides Debbie.
2) forget about the girl.

Help Seeking - This category includes solutions where the protagonist has someone else become involved in helping him/her solve the problem. This includes having a third party provide help. It does not require that the third party become directly involved in the conflict. For example, asking advice would fall into this category.

Story 1: 1) get "gang" for support.
2) Get others to overrule the guy's choice.

Story 2: 1) ask a friend how he can get listened
to.

Story 3: 1) tell store clerk to close the cabinet.
2) tell the store keeper.

Story 4: 1) let the girl decide.
2) Ask a friend what he should do.

Non-Confrontation - This category refers to those solutions where the protagonist seems to be dealing more directly with the personal problem of feeling

upset than with the interpersonal conflict.

Story 1: 1) let him watch T.V. and watch with him.

Story 2: 1) find a hobby to do instead of talking
to peers.

2) don't act like you always want someone
to talk to.

3) be cool.

Story 3: 1) leave the store.

2) think about pros and cons.

Story 4: 1) walk away.

Giving in - This category would include solutions that
indicate that the protagonist is "giving in."

Story 1: 1) If the guy won't turn the channel, then
I'll watch his program.

Story 2: 1) not applicable

Story 3: 1) O.K., let's get some.

2) yes, let's do it.

3) fill his pockets, then his friends.

Story 4: 1) alright, you go out with her, I won't.

Attention Seeking

Story 1: 1) not applicable

Story 2: 1) buy a stereo to carry around so people
will listen and pay attention.

- 2) make loads of noise.
- 3) make a fool out of himself.
- 4) put a sign on his shirt.

III. Aggression - This category includes physical and verbal aggression; i.e., any action likely to result in a negative confrontation.

Verbal Aggression - This category includes verbalizations of threats, insults, lying, or yelling, (in anger) on the part of the protagonist as an attempt to solve the problem. These solutions are different from physical aggression in that the aggression is not directly enacted. Furthermore, these "aggressive" solutions are different from bargaining or verbal assertion in that they must threaten to produce physical pain or upset feelings. The aggressive verbalizations must be directed toward the antagonist.

Story 1: 1) tell the other guy you'll kick his ____.

Story 2: 1) yell something in the form of swear words.

Story 3: 1) tell him he's really stupid for wanting to steal the guns.

Story 4: 1) no, she doesn't like you, that's why I took her out.

2) cuss back at him.

Physical aggression - This category includes solutions involving physical aggression; e.g., hitting, grabbing, or fighting, directed toward the protagonist as well as attempts to intimidate, trick or trap the antagonist. They also include behavior that can be perceived as payback or retaliation. Any action likely to result in negative confrontation.

Story 1: 1) tell the other guy the room is on fire.

2) punch the guy out.

Story 2: 1) throw the person who won't listen
against the wall.

Story 3: 1) hit the guy.

Story 4: 1) get in a fight.

Appendix E
Staff Questionnaire

Social Behavior - Staff Questionnaire

Name _____ Staff Member _____

Date _____

Please circle your opinion of the social functioning of the above named, in the following areas:

Situation	1-2	3-4	5-6	7-8	9-10
<u>Peer relation-</u> <u>ships</u>					
1. Has friends amongst his peers	none	no close friends	not many	several friends	many friends
2. Talks freely with peers	never	rarely	some-times	usually	always
3. Will ask to join in activities with peers.	never	rarely	some-times	often	very often
4. Is bullied by other boys.	very often	often	some-times	rarely	never

Situation	1-2	3-4	5-6	7-8	9-10
5. Will volunteer in group situations.	never	rarely	sometimes	often	very often
6. Avoids interactions with peers	very often	often	sometimes	rarely	never
7. Bullies other boys.	very often	often	sometimes	rarely	never
8. Is rude to peers.	always	often	sometimes	rarely	never
9. Excessive talking about himself	always	often	sometimes	rarely	never
10. Becomes aggressive if verbally provoked by peers.	very often	often	sometimes	rarely	never

Situation	1-2	3-4	5-6	7-8	9-10
11. Likes to be the center of attention.	always	often	some- times	rarely	never
12. Copes with aggressive verbal speech from peers without losing temper.	never	rarely	some- times	often	usually
13. Initiates conversations with staff.	never	rarely	some- times	often	very often
14. Will approach staff with requests or questions.	never	rarely	some- times	often	very often

Situation	1-2	3-4	5-6	7-8	9-10
15. Talks freely to members of staff about general topics.	never	rarely	some- times	often	very often
16. Tries to attract staff attention.	never	rarely	some- times	often	very often
17. Is verbally aggressive.	very often	often	some- times	rarely	never
18. Becomes angry when criticised by staff.	always	often	some- times	rarely	never
19. Is "Cheery" to staff members.	always	often	some- times	rarely	never

Situation	1-2	3-4	5-6	7-8	9-10
20. Refuses staff requests and instructions.	always	often	sometimes	rarely	never
21. Is rude to staff if prevented from doing something he wants to do.	always	often	sometimes	rarely	never
<u>General Social Behavior</u>					
22. Engages/disengages eye contact appropriately in conversations.	very poor	poor	moderate	good	very good

Situation	1-2	3-4	5-6	7-8	9-10
23. Facial expression is appropriate to situation.	never	rarely	usually	often	always
24. Response to questions.	excessively	very brief	moderate	adequate	detailed
25. Posture	very poor	poor	moderate	good	excellent
26. Uses pitch and tone for emphasis.	very poor	poor	moderate	good	excellent
27. Clarity of speech	very poor	poor	moderate	good	very good
28. Fidgets and fiddles during conversations.	always	often	sometimes	rarely	never
29. Laughs and smiles when appropriate.	never	rarely	sometimes	often	always

1	2	3	4	5	6	7	8	9	10
Extremely poor			moderate				excellent		

Appendix F
Extended Interact Test

Extended Interaction Test

Rater's Initials _____

Participant Name: _____ Date: _____

Hall: _____

Story No: _____

R = "Response"

1. Used gestures to help communicate message:

R1	R2	R3	
-1	-1	-1	Gestures detracted from message, excessive and/or conflicted with message.
0	0	0	Gestures can occur but have no effect on message; neither detracted from or added to message.
+1	+1	+1	Gestures helpful in making the point; matched content of message.

Extended Interaction Test

Rater's Initials _____

Participant Name: _____

Date: _____

Hall: _____

Story No: _____

R = "Response"

2. Used facial expressions to help communicate message:

R1	R2	R3	
-1	-1	-1	Facial expressions detracted from message, excessive and/or conflicted with message.
0	0	0	Facial expression can occur but have no effect on message; neither detracted from or added to message.
+1	+1	+1	Facial expression helpful in making the point; matched content of message.

Extended Interaction Test

Rater's Initials _____

Participant Name: _____ Date: _____

Hall: _____

Story No: _____

R = "Response"

3. Used eye contact to help communicate message:

R1	R2	R3	
-1	-1	-1	Eye contact detracted from message, excessive looking away or glancing; conflicted with message.
0	0	0	No effect on message; not used to communicate message; neither detracted from or added to message.
+1	+1	+1	Helped in making the point; matched content of message. examples: glare might match angry message.

Extended Interaction Test

Rater's Initials _____

Participant Name: _____ Date: _____

Hall: _____

Story No: _____

R = "Response"

4. Used tone of voice to help communicate message:

R1	R2	R3	
-1	-1	-1	Tone detracted from message, inaudible; stuttering; did not match message.
0	0	0	Not used to communicate message; neither detracted from or added to message.
+1	+1	+1	Tone helped in making the point; matched content of message.

Extended Interaction Test

Rater's Initials _____

Participant Name: _____ Date: _____

Hall: _____

Story No: _____

R = "Response"

5. Overall performance rating; How body language was used (not what was said):

R1	R2	R3	
-1	-1	-1	Detracted from message, conflicted with message. No effect on message; neither detracted nor added. Helpful in making point: content matched message.
0	0	0	Gestures can occur but have no effect on message; neither detract from or add to message.
+1	+1	+1	Gestures helpful in making the point; match content of message.

Extended Interaction Test

Rater's Initials _____

Participant Name: _____

Date: _____

Hall: _____

Story No: _____

R = "Response"

6. Overall competency of content; What was said (not how it was said)

R1	R2	R3	
-2	-2	-2	<u>Very incompetent</u> ; physically fights or hits; says he will fight.
-1	-1	-1	<u>Incompetent</u> ; uses profane language; name calling; threatens (verbal provocation)
0	0	0	<u>Neither incompetent or competent</u> ; response is passive; does not defend himself but does not further provoke nor help situation.

Extended Interaction Test

Rater's Initials _____

Participant Name: _____ Date: _____

Hall: _____

Story No: _____

R = "Response"

6. Overall competency of content; What was said (not how it was said) (Continued)

R1	R2	R3	
+1	+1	+1	<u>Competent</u> ; Assertive response; defends himself or calms other.
+2	+2	+2	<u>Very Competent</u> ; Assertive response or explanation; suggests a change or solution.

Stories Used in the Extended Interaction Test

Story 1 You're visiting your aunt in another part of town, and you don't know any of the guys your age there. You're walking along her street, and some guy is walking towards you. He is about your size. As he is about to pass you, he deliberately bumps into you, and you nearly lose your balance.

Antagonist: Hey, look where you are going
 clumsy!

Counter Response: I don't want to hear lip from you!

Counter Response: I thought I told you to keep your
 mouth shut!

Story 2 Someone in school has recently been defacing the walls of the boys' room by writing obscene words all over them in black paint. Mr. Redford, a teacher in school, has always had it in for you. Today he calls you out of your class, and says to you in the hall, "O.K. young man, we know you're the one who wrote all over the walls in the john. I recognize your writing. Didn't you even have the brains to disguise your writing?" You know you didn't do it and you're furious because he's accusing you. You haven't changed, you're still a troublemaker and a liar!

Counter Response: I'm sick of your excuses!

Story 3 One of Steve's friends (Bill) really likes a girl named Debbie, but they're not going steady. Steve thinks that Debbie is pretty nice too. He went out with her Saturday night. They both had a good time. Someone must have told Bill about Steve and Debbie's date because he came running up to Steve at school and said, "you dirty cheating bum! I just heard that you went out with Debbie. I'm gonna knock your ugly face in!"

Counter Response: I Can't believe she would go for a ____ like you!

Counter Response: What's the matter ____, afraid to fight for your girl?

Story 4 You're browsing in a discount department store with a friend. You're in the sporting goods section. You look around and notice that the glass case where they keep hand guns is open, and the guns are just lying there, where you can reach in and grab them out. There's nobody in sight. Your friend says, "quick man, let's get some!"

Counter Response: Come on, we can sell them and make a lot of money! We'll look good to the other homeboys!

Counter Response: Man, if you don't help me, I'll
spread the word to the homeboys
that you backed out on a deal to
get all of us some cash!